

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPEP/M-UPVex017/22	<b>Course title:</b> Adaptation internship in primary school
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 20s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: The student completes 20 hours of individual adaptation practice during the first two weeks of September at the beginning of the school year. The adaptation practice of the students of the Faculty of Education will take place during the first adaptation days of the pupils of the first year of primary education in the form of classroom visits to the trainee teacher. Scope (number of hours): 20 hours of direct participation of the student in the practice; 40 hours for the preparation of reflection and evaluation sheets from the observation activity. A total of 60 hours of student work. Methods of educational activities: practice, observation, analysis and synthesis of observed phenomena, consultation and discussion of the student with the trainee teacher.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KPEP/M-UPVex011/22 - Theory and practice of primary education	
<b>Course requirements:</b> Course completion requirements: The assessment of the course includes the assessment of the adaptation practice (100 %). This consists of a student report (reflection). The students' output from the completed adaptive practice will be a report according to set criteria. The overall assessment of the student will be carried out by the relevant PDF UK methodologist on the basis of the student report and the assessment of the trainee teacher. The student will submit: 1. a report of the teaching-assistant practice in the 1st year of primary school confirming the established scope of practice. 2. Evaluation sheets from observation of teacher and pupil activities - evaluation of the specifics of the teacher's work with pupils at the beginning of schooling. 3. Evaluation sheets from the trainee teacher. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60 % of the marks must be obtained. The rating is awarded on a scale:	

A (100 - 93 points, excellent - outstanding results) - the student knows and understands the theoretical basis of the methodology, applies understanding and critical analysis in the observed categories of the record sheets, reflection is of a critical and evaluative thinking,

B (92 - 85 points, very good - above average standard) - the student knows and understands the theoretical underpinnings of the methodology, there are minor inaccuracies in content and form in the recording sheets and reflection,

C (84 - 77 points, good - normal reliable work) - the student knows the theoretical basis of the methodology, but the level of processing of individual items of the record sheet and reflection shows inattention and inconsistency in their preparation, with the occurrence of incorrect technical terms and in minor inaccuracies of content and formal character.

D (76-69 points, satisfactory - acceptable results) - the student has an incomplete grasp of the theoretical basis of the methodology and does not understand the assignments in the items of the record sheets and the report, which is manifested by a number of shortcomings in the processing of the record sheets and the report (in particular, the inclusion of a one-word form of justification in the observation sheets and the report, which are not related to the content of the items, the repeated inclusion of identical formulations, inadequate terminology).

E (68 - 60 points, sufficient - the results meet the minimum criteria) - the student has incomplete knowledge of the theoretical basis of the methodology, which is manifested by significant inaccuracies in the processing of record sheets, the reflection does not contain any or minimal feedback from the student, the formal aspect shows significant shortcomings.

Fx (59 - 0 points, insufficient - additional work required) - the student's processed output is below the minimum criteria for a passing grade.

A properly completed and submitted evaluation sheet from the practicum teacher will also be taken into consideration when evaluating students. The student's overall assessment with the trainee teacher may not coincide with the final assessment by the relevant Adaptive Practice Methodologist.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Based on the observation of the educational environment, the teacher and the subjects of education in the first two adaptation weeks of schooling, the students get to know the pedagogical-psychological peculiarities of the educational work of the teacher in the first year of primary school. Gain practical experience in the organisation of the first two weeks of teaching in the first year of primary school. Gain practical experience of welcoming pupils - first graders. Students gain skills in communicating with, organising and managing a new class, getting to know the pupils and learning to introduce pupils to each other. Students will also demonstrate the ability to communicate with the parents of the children, informing them of the important requirements for their child's successful entry into the school. Students will be skilled in establishing and familiarizing pupils with school rules and regulations. Students will be able to apply all theoretical knowledge effectively in didactic practice. Students will also develop their professional competences through digital technologies that will be used in the creation and completion of assessment protocols.

At the end of the adaptation practice, the student will gain experience in the organization of the first or second teaching week (20 hours) in the first year in primary school and in the organizational procedures related to the setup of procedures at the beginning of the school year.

Student:

- Demonstrates the ability to theoretically reflect on the psychological, socio-pedagogical and didactic aspects of education in the conditions of pupil training.
- Applies theoretical knowledge in observing pedagogical phenomena, in performing assistant activities, in guiding pupils, in fulfilling tasks resulting from the concept of practice.
- Orientation in curriculum documents for the 1st year of primary school (objectives, knowledge of pupil psycho-hygiene in the adaptation process, knowledge of pupil learning activities).

- Gain practical experience of welcoming first-year pupils. He gets acquainted with the pupils and teaches the pupils to get acquainted with each other.
- Gain skills in communicating with, organising and managing a new class.
- Gain experience of inclusive approaches in primary education.
- Can identify the needs of a child at an early school age.
- Demonstrates the ability to communicate with parents of children, informing them of the important requisites for their child's successful entry to school.
- Assesses the appropriateness of chosen strategies, methods and procedures in relation to the activities of the teacher, pupil, and pupil team.
- Performs assistant activities during the instruction of the trainee teacher.
- Analyses and evaluates observed pedagogical phenomena in the primary school.
- Consults his/her experiences and impressions under the supervision of the trainee teacher.

### **Class syllabus:**

Course outcomes of subject (content):

The course curriculum is designed to follow students' adaptive processes as they relate to the school environment. The subject of pedagogical observation also includes the specific cognitions of freshmen during their training period, the social climate in the school classroom, ethical principles and their observance in the preparation, implementation, processing and publishing of the hospital record of observations of pedagogical phenomena, solving pedagogical problems and performing assistant activities.

1. Objectives, organisation and structure of the adaptation practice.
2. Familiarisation with the legislation related to the admission of a pupil to adaptive education.
3. Analysis of the adaptation week in terms of objectives, methods, teaching forms, teaching aids and didactic means.
4. Analysis of the lesson in terms of the development of pupils' cognitive functions.
5. Analysis of the lesson in terms of pupils' motivation and activation.
6. Analysis of the lesson in terms of teacher-pupil communication.
7. Analysis of the methods of communication between the teacher and parents on the process of adaptation of the pupil. Methods of creating cooperation between the family and the school.
8. Identification of strategies for integrating the child into the collective with regard to the development of children's socio-emotional competencies.
9. Identification of the individual needs of each pupil and ways of their fulfilment by the teacher. Identification of techniques of individual approach of the teacher to pupils. Observation of inclusive approaches in the pedagogical practice of primary education.
10. Identification of the behaviour of the selected pupil/pupils during adaptation and comparing the categories with the manifestations of the child's behaviour based on the courses taken in pedagogy and psychology.
11. Presentation of individual students' project teaching proposals, their analysis and correction. Emphasis is placed, among other things, on strengthening the student's autonomy, commitment and responsibility in acquiring the competencies of a pedagogical professional and an interactive approach - student, trainee teacher and professional methodologist of the adaptation practice for mutual partnership, enrichment and development of cooperation. The student observes the process of education, reflects on his/her acquired pedagogical-psychological experience during the studies.

### **Recommended literature:**

Compulsory/Recommended readings:

BELEŠOVÁ, M. 2018. Primárne vzdelávanie v teórii a v praxi. Bratislava: Vydavateľstvo UK.

BELEŠOVÁ, M. 2021. Adaptačná sťaž v základnej škole: metodika sťaže. Bratislava:

Vydavateľstvo UK.

KRÍŽOVÁ, M. 2010. Adaptačné vzdelávanie na základnej škole. Prešov: Metodicko-pedagogické centrum.  
 PETLÁK, E. 2002. Pedagogicko-didaktická práca učiteľa. Bratislava: IRIS.  
 ZELINA, M. 2006. Kvalita školy a mikrovyučovacie analýzy. Bratislava: OG – Vydavateľstvo Poľana.

**Languages necessary to complete the course:**

Slovak 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:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex233/22	<b>Course title:</b> Aesthetic education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 hours of lecture + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of lectures per semester, preparation of a midterm paper (= 18 hours per semester), ongoing study of literature 2 hours per week (= 22 hours), preparation of a final paper 10 hours at the end of the semester (= 10 hours per semester). In total 60 hours per semester. Learning methods: Discussions on the topic, demonstrations of selected methods of aesthetic education, problem solving, lesson planning using a work of art.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Students will plan and describe specific pedagogical work with a work of art with a fictional group of children. Intermediate Assessment: Students will name a theme for working with children, the main skills children will develop and choose an artwork to work with. Length - approximately 1 page (1,800 characters). Maximum 50 points. Final assessment: students will comprehensively elaborate on an educational approach. Length - depending on the nature of the topic and activities, approximately 7 pages (12,600 characters). Maximum 50 points. The evaluation will assess the fulfilment of the principles of aesthetic education, the appropriateness of the project in relation to the selected group of children, the interrelation of the proposed activities with the objectives, with the selected work of art and with the selected group of children. Evaluation: 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),	

<p>E (65-60%, satisfactory - results meet minimum criteria),  Fx (59-0%, inadequate - extra work required).  Intermediate and final assessment weighting: 50/50.  Scale of assessment (preliminary/final): 50/50</p>																				
<p><b>Learning outcomes:</b>  Learning outcomes/ Objectives and learning outcomes:  Students will learn and master the main methods of aesthetic education. They will try out selected methods in the classroom, with the help of which they will at the same time get to know the main concepts of aesthetic education. Upon completion of the course, they can independently program their work with a work of art or other aesthetic qualities.</p>																				
<p><b>Class syllabus:</b>  Course outcomes of subject (content):  Aktívna a pasívna estetická výchova. Metódy estetickej výchovy a práca s nimi. Kompetencie žiakov, ktoré rozvíja estetická výchova. Jednota esteticko-výchovných predmetov a prepájanie aktivít. Moderná estetická výchova v súvislosti s multikultúrnou, občianskou a etickou výchovou. Formy a obsah hodnotenia práce s umením.</p>																				
<p><b>Recommended literature:</b>  Compulsory/Recommended readings:  BENEŠOVÁ, M., KOLLÁROVÁ, D.: The method of creative dramatics at the 1st level of primary school. Trnava : University of Trnava, 1998. ISBN 80-88774-34-6  ČARNÁ, D., KOTVANOVA, L.: Draw a sheep. Bratislava : Slovart, 2019. ISBN 978-80-556-4684-7  MISTRÍK, E.: Aesthetic education as a tool for self-reflection. Bratislava : UK, 2016. ISBN 978-80-223-4207-0  ZÁPOTOČNÁ, O.: Cultural literacy in social-psychological contexts. Bratislava : Album, 2004. ISBN 80-968667-3-7  ŽILKOVÁ, M. et al.: Practical Aesthetics. Nitra : UKF, 2001. ISBN 80-8050-500-4.</p>																				
<p><b>Languages necessary to complete the course:</b>  Slovak language</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b>  Total number of evaluated students: 94</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>34,04</td><td>0,0</td><td>35,11</td><td>14,89</td><td>10,64</td><td>5,32</td><td>0,0</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	34,04	0,0	35,11	14,89	10,64	5,32	0,0
A	ABS	B	C	D	E	FX														
34,04	0,0	35,11	14,89	10,64	5,32	0,0														
<p><b>Lecturers:</b> PhDr. Slávka Drozdová, PhD.</p>																				
<p><b>Last change:</b> 21.09.2023</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.KPEP/M-UPVex251/22	<b>Course title:</b> Alternative models 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>Type, volume, methods and workload of the student - additional information</b> Type, extent, and methods of educational activities: Type: a lecture Extent: 5 hours of lectures + 6 hours of self-study; a total of 11 hours per semester, by the combined method, mostly in attendance. Methodes: combined, mostly attendance Student workload: 5 hours of direct teaching, 15 hours of processing distance assignments, 6 hours of self-study, 15 hours of preparation for ongoing assessment. A total of 41 hours of student work. Methodes of education: Interview, discussion with practitioners, brainstorming, guided discussion, case studies, morphological method, heuristic methods, method of conflict situations, group work.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Podmienky na úspešné absolvovanie predmetu: During the semester, there will be two colloquial interim assessments of 20 points each and 2 interim tasks of 10b each. Final assessment 40b. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be granted to a student who receives less than 5 points from any of the three interim assessments and does not hand in all completed distance learning assignments to at least 3p. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given 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 - regular reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work is required).	
<b>Learning outcomes:</b> Education results:	

- The graduate of the subject knows/learned well and can critically evaluate alternative schools of the 20th century and the trends of alternative pedagogy in the 21st century.
- The student approaches alternative pedagogy in a complex way, while searching for solutions he uses the process of analysis and synthesis. When making decisions, he uses thinking strategies based on critical evaluation based on facts and formulated information from reliable sources.
- The student's sense of alternative directions in education is one of the possible sources of inspiration for his future teaching practice.
- The graduate can use the acquired knowledge and skills creatively when solving (problematic) assigned tasks. He knows how to analyze a problem and synthesize new solutions. Actively and flexibly brings new solutions to the given task. They know how to formulate clear conclusions and their justifications, which they can present to the professional community and the lay public.
- Graduates of the course are supported to have a growth-oriented mindset and lifelong learning. Transferable skills on which the subject reflects: development of communication, organizational and digital skills. Support of analytical, critical, creative and growth-oriented thinking. development of skills associated with facilitation and mentoring. Support for the development of the capacity for reflection, self-reflection and the perception of one's own responsibility and personal decision.

### **Class syllabus:**

Course contents:

1. Alternative and normality in education
2. Traditional and common within education
3. Alternative pedagogy in the first half of the 20th century

Chicago Laboratory School - John Dewey

Montessori pedagogy - Maria Montessori

Waldorf pedagogy - Rudolf Steiner

Freinet pedagogy - Celestin Freinet

The Jena Plan - Peter Peterson

The Dalton Plan - Helen Parkhurst

Summerhill Democratic School - Alexander S. Neill

4. Alternative pedagogy in the second half of the 20th century

Integrative-thematic teaching - Susan Kovalik

Russian Family School - Michail Petrovič Štetina

Intuitive pedagogy - Pär Ahlbom

Free Democratic Schools (Sudbury Valley Schools) - Daniel Greenberg

ESBZ (Evangelische Schule Berlin Zentrum) - Margret Rasfeld

5. Kritické teórie vzdelávania v 20. storočí

- Emil Durkheim, Talcott Parsons, Frankfurt School - Theodor Adorno, Erich Fromm, Jurgen Habermas, Herbert Marcuse

- Pedagogy of liberation - Paulo Freire

- Unschooling society - Ivan Illich

- Theory of reproduction - Pier Bourdieu

- Deprivation theory - Basil Bernstein

- Anti-pedagogical theories (e.g. Alice Miller)

6. Alternative pedagogy in the 21st century

Trends in alternative education in the world

Trends in alternative education in Slovakia (unschooling, homeschooling - homeschooling, forest schools and nurseries, educational groups...)

Continuously assigned tasks: students work in smaller groups on one of three main topics (Alternative pedagogy in the first half of the 20th century, in the second half of the 20th century, and critical theories of education in the 20th century).

Colloquial interim assessment: each group of students presents twice during the semester the individual areas that they worked on together in the group.

Final rating: At the end of the lecture period, each student who has met the conditions of the interim evaluation will complete a self-evaluation individually with the teacher. The final assessment is the intersection of the teacher's feedback and the student's self-reflection.

### **Recommended literature:**

Recommended reading:

- Koerrenz, R., Blichmann, A. Engelmann, S. (2017) Alternative Schooling and New Education: European Concepts and Theories. Palgrave, Springer Link. 125p.
- Montesori, M. (2019). Londýnské přednášky. Praha: Portál. 304s.
- Steiner, R. (2003). Waldorfská pedagogika: metodika a didaktika. Nové Hradky: Ophorus. 208s.
- Hudáková, V., Miňová, M. (2017). Za okny freinet(ovských) škôl. Prešov: Rokus. 104s.
- Rýdl, K. (2001) Peter Petersen a pedagogika jenského plánu. ISV - Institut sociálních věcí. 236s.
- Rörner R., Wenke H. (2003) Daltonské vyučování. Brno: Paido. 156s.
- Neill, A. S. (2015) Summerhill: Příběh první demokratické školy na světě. Praha: PeopleComm. 348s.
- Kuchárová, A. (2012). Integrované tematické vyučovanie v primárnom vzdelávaní: Osvedčená pedagogická skúsenosť edukačnej praxe. Prešov: MPC. 34s.
- Poltikovič, V. (2010). Ruská rodová škola (DVD - dokumentárny film), Maitrea.
- Gray, P. (2016). Svoboda učení: Jak nechat děti rozhodovat o svém vzdělávání. Praha: PeopleComm. 184s.
- Pedroli, T. (2019). Intuitivní pedagogika. Praha: Universum. 144s.
- Zárateová, A., Tressel, J. (2021) Škola podľa našich predstáv: Učiť sa, ako sa to páči nám. Centrum environmentálnej a etickej výchovy ŽIVICA. 165s.
- Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Praha: Karolinum. 289s.

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

slovak and english language

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
98,77	0,0	1,23	0,0	0,0	0,0	0,0

### **Lecturers:**

**Last change:** 21.09.2023

### **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.KPEP/M-UPVex251/22	<b>Course title:</b> Alternative models 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>Type, volume, methods and workload of the student - additional information</b> Type, extent, and methods of educational activities: Type: a lecture Extent: 5 hours of lectures + 6 hours of self-study; a total of 11 hours per semester, by the combined method, mostly in attendance. Methodes: combined, mostly attendance Student workload: 5 hours of direct teaching, 15 hours of processing distance assignments, 6 hours of self-study, 15 hours of preparation for ongoing assessment. A total of 41 hours of student work. Methodes of education: Interview, discussion with practitioners, brainstorming, guided discussion, case studies, morphological method, heuristic methods, method of conflict situations, 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> Podmienky na úspešné absolvovanie predmetu: During the semester, there will be two colloquial interim assessments of 20 points each and 2 interim tasks of 10b each. Final assessment 40b. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be granted to a student who receives less than 5 points from any of the three interim assessments and does not hand in all completed distance learning assignments to at least 3p. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given 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 - regular reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work is required).	
<b>Learning outcomes:</b> Education results:	

- The graduate of the subject knows/learned well and can critically evaluate alternative schools of the 20th century and the trends of alternative pedagogy in the 21st century.
- The student approaches alternative pedagogy in a complex way, while searching for solutions he uses the process of analysis and synthesis. When making decisions, he uses thinking strategies based on critical evaluation based on facts and formulated information from reliable sources.
- The student's sense of alternative directions in education is one of the possible sources of inspiration for his future teaching practice.
- The graduate can use the acquired knowledge and skills creatively when solving (problematic) assigned tasks. He knows how to analyze a problem and synthesize new solutions. Actively and flexibly brings new solutions to the given task. They know how to formulate clear conclusions and their justifications, which they can present to the professional community and the lay public.
- Graduates of the course are supported to have a growth-oriented mindset and lifelong learning. Transferable skills on which the subject reflects: development of communication, organizational and digital skills. Support of analytical, critical, creative and growth-oriented thinking. development of skills associated with facilitation and mentoring. Support for the development of the capacity for reflection, self-reflection and the perception of one's own responsibility and personal decision.

### **Class syllabus:**

Course contents:

1. Alternative and normality in education
2. Traditional and common within education
3. Alternative pedagogy in the first half of the 20th century

Chicago Laboratory School - John Dewey

Montessori pedagogy - Maria Montessori

Waldorf pedagogy - Rudolf Steiner

Freinet pedagogy - Celestin Freinet

The Jena Plan - Peter Peterson

The Dalton Plan - Helen Parkhurst

Summerhill Democratic School - Alexander S. Neill

4. Alternative pedagogy in the second half of the 20th century

Integrative-thematic teaching - Susan Kovalik

Russian Family School - Michail Petrovič Štetina

Intuitive pedagogy - Pär Ahlbom

Free Democratic Schools (Sudbury Valley Schools) - Daniel Greenberg

ESBZ (Evangelische Schule Berlin Zentrum) - Margret Rasfeld

5. Kritické teórie vzdelávania v 20. storočí

- Emil Durkheim, Talcott Parsons, Frankfurt School - Theodor Adorno, Erich Fromm, Jurgen Habermas, Herbert Marcuse

- Pedagogy of liberation - Paulo Freire

- Unschooling society - Ivan Illich

- Theory of reproduction - Pier Bourdieu

- Deprivation theory - Basil Bernstein

- Anti-pedagogical theories (e.g. Alice Miller)

6. Alternative pedagogy in the 21st century

Trends in alternative education in the world

Trends in alternative education in Slovakia (unschooling, homeschooling - homeschooling, forest schools and nurseries, educational groups...)

Continuously assigned tasks: students work in smaller groups on one of three main topics (Alternative pedagogy in the first half of the 20th century, in the second half of the 20th century, and critical theories of education in the 20th century).

Colloquial interim assessment: each group of students presents twice during the semester the individual areas that they worked on together in the group.

Final rating: At the end of the lecture period, each student who has met the conditions of the interim evaluation will complete a self-evaluation individually with the teacher. The final assessment is the intersection of the teacher's feedback and the student's self-reflection.

### **Recommended literature:**

Recommended reading:

- Koerrenz, R., Blichmann, A. Engelmann, S. (2017) Alternative Schooling and New Education: European Concepts and Theories. Palgrave, Springer Link. 125p.
- Montesrioni, M. (2019). Londýnské přednášky. Praha: Portál. 304s.
- Steiner, R. (2003). Waldorfská pedagogika: metodika a didaktika. Nové Hradky: Ophorus. 208s.
- Hudáková, V., Miňová, M. (2017). Za okny freinet(ovských) škôl. Prešov: Rokus. 104s.
- Rýdl, K. (2001) Peter Petersen a pedagogika jenského plánu. ISV - Institut sociálních věcí. 236s.
- Rörner R., Wenke H. (2003) Daltonské vyučování. Brno: Paido. 156s.
- Neill, A. S. (2015) Summerhill: Příběh první demokratické školy na světě. Praha: PeopleComm. 348s.
- Kuchárová, A. (2012). Integrované tematické vyučovanie v primárnom vzdelávaní: Osvedčená pedagogická skúsenosť edukačnej praxe. Prešov: MPC. 34s.
- Poltikovič, V. (2010). Ruská rodová škola (DVD - dokumentárny film), Maitrea.
- Gray, P. (2016). Svoboda učení: Jak nechat děti rozhodovat o svém vzdělávání. Praha: PeopleComm. 184s.
- Pedroli, T. (2019). Intuitivní pedagogika. Praha: Universum. 144s.
- Zárateová, A., Tressel, J. (2021) Škola podľa našich predstav: Učiť sa, ako sa to páči nám. Centrum environmentálnej a etickej výchovy ŽIVICA. 165s.
- Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Praha: Karolinum. 289s.

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

slovak and english language

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 81

A	ABS	B	C	D	E	FX
98,77	0,0	1,23	0,0	0,0	0,0	0,0

### **Lecturers:**

**Last change:** 21.09.2023

### **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.KPEP/M-UPVex131/22	<b>Course title:</b> Applied digital media in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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 10 hours of seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload (external form) Teaching: 10 hours; guided self-study: 12 hours Implementation of 1 partial (distance) task: 8 hours x 6 (distance tasks) = 48 hours Preparation for continuous rating = 20 hodín Student's total workload: 10S (3 credits) = 90 hours Teaching methods Monological methods – lecture, explanation of the curriculum, Dialogic methods – conversation, discussion Guided self-study – processing of partial tasks according to the assignment of the lecturer during the semester and their submission in electronic form within the set deadline, which the teacher continuously checks and evaluates	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The subject is completed by the evaluation (100 % of the continuous evaluation). # active participation in seminars realized by the presence and distance teaching method; # processing of sub -(distance) outputs/tasks according to the assignment of the lecturer during the semester from selected thematic circuits and their handover in electronic form within the specified period, which the teacher continuously controls and evaluates, accounts for 80 % of the total achievable value of points; The handover of partial tasks is a condition of credits; # development of a semester project – at the end of the semester, the student uses the cloud tool Prezi Video to create a original and visual video presentation of the educational content of the chosen subject of the curriculum of the primary education level at the elementary school; The structure of video presentation must be conceived on the basis of a presentation created in the software application Prezi Present; Personal presentation of the created project in Prezi in front of the whole	

study group; Successful implementation and defense of the project accounts for 20 % of the total achievable value of points and is a condition for granting credits.

The rating is given on a scale:

A (100-91%, excellent – excellent results),

B (90-81%, very good – above average standard),

C (80-73%, good – regular reliable work),

D (72-66%, satisfactory – acceptable results),

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

Fx (59-0%, insufficient – more additional work required).

In order to successfully complete the educational subject, it is necessary to obtain at least 60 % of the point evaluation.

A minimum of 91 points is required to obtain a final grade of A. For this evaluation, the student has to demonstrate: a creative and original approach when working out ongoing tasks, excellent professional knowledge and their application in solving problem tasks, excellent orientation in the issue, excellent communication skills, responsibility and timely completion of tasks, exceptional activity in teaching during the semester.

At least 81 points must be obtained to obtain a final grade of B. For this evaluation, the student must demonstrate: a creative approach when working out ongoing tasks using a model, above-average professional knowledge and its application in solving problem tasks with the help of consultations, above-average orientation in the issue, above-average communication skills, responsibility and timely completion of tasks, above-average activity in teaching during semester.

A minimum of 73 points is required to obtain a final grade of C. For this evaluation, the student must demonstrate: the ability to develop ongoing tasks using the specified template, good professional knowledge and their application in solving problem tasks in a group or with the help of a teacher, good orientation in the issue, good communication skills, completing the assigned tasks, average activity in teaching during semester based on the invitation of the teacher.

A minimum of 66 points is required to obtain a final grade of D. For this evaluation, the student has to demonstrate: the ability to develop ongoing tasks using the specified template and with the help of the teacher, average professional knowledge and its application in solving problem tasks in a group or with the help of the teacher, average orientation in the issue, average communication skills, completing assigned tasks, basic teaching activity during the semester in cooperation with the teacher or other students.

A minimum of 60 points is required to obtain a final grade of E. For this assessment, the student must demonstrate: the ability to work out ongoing tasks and with the help of the teacher, basic / minimal professional knowledge, basic / minimal orientation in the issue, basic communication skills, completion of assigned tasks.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes

The aim of the educational discipline Applied digital media in primary education is to develop digital skills in the field of working with selected software (desktop and cloud) in the students of the study program Teaching for Primary Education (at the 2nd stage of the higher education) at the Pedagogical Faculty UK (hereinafter referred to as PdF UK) didaktickým applikekami a vidaal ich effectively aplikovat' in the intentions of your future pedagogic profession.

By completing the Applied digital media in primary education educational discipline, a student has the capabilities and advanced digital skills to effectively use the tools of the ActivInspire software application and the ClassFlow cloud environment by creating gamification educational/ quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in a school classroom, or in home conditions in case of implementation of distance/hybrid education.



By completing the educational discipline Applied digital media in primary education, the student acquires advanced professional digital competences in the field of concept design and creation of interactive video presentations of educational content implemented through the Prezi Present and Prezi Video applications of the Prezi cloud platform by expressing their own visual ideas that can be used in their own pedagogical activities in schools or school facilities.

By completing the educational discipline, the student acquires capabilities and advanced digital skills in the field of concept design, creation and administration of (gamification) quizzes and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in their own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.

A student who graduated from the educational discipline of Applied digital media in primary education has, last but not least, advanced digital skills in the field of vector/bitmap graphics in the environment of the Prezi Design cloud application and the Glogster desktop graphics application Zoner Callisto intended for the target group of students of the primary level of education at the elementary school.

### **Class syllabus:**

Course outcomes of subject (content)

The content of the educational discipline Applied digital media in primary education is divided into four thematic areas and corresponding sub-themes in order to ensure the achievement of the specified particular educational goals. The content structure of the educational discipline is designed in such a way that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing educational topics organized in face-to-face and distance learning formats and at the same time strengthens his professional training in the subject area.

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

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

# We adopt the principle and methodology of working with selected (Promethean World Ltd) digital didactic resources designed to support of interactive teaching of subjects of the primary level of education at the elementary school;

# We develop professional digital competences with the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs). participants in a lesson in a school classroom, or in home conditions in the case of implementation of distance/hybrid education; In the context of the mentioned activity, the training participant is also expected to master the methodology of applying the created activities to school teaching;

# We acquire knowledge about desktop digital voting solutions and (trendy) cloud applications designed for the creation of knowledge tests/quizzes currently available on the market as an interactive didactic teaching tool, the advantages and disadvantages of their deployment in the teaching process in the field of regional education;

# We acquire digital skills in creating, editing and managing knowledge tests through voting sessions and supported by the software application ActivInspire and the digital voting device ActivExpression2 stimulating the activation and attention of students in the lesson; We use the ExpressPoll voting session; we use the guide for creating questions when creating test activities to

stimulate the teacher; we realize the work as a guide to the set of questions before processing at the student's own pace (voicing relationship in student stimulation) within the framework of the school's primary school education;

# We are mastering the methodology of applying knowledge tests to students through the ActivInspire application and the digital voting device ActivExpression2 to the process of school teaching of primary education subjects at the elementary school;

# We develop skills in the statistical processing of the results of voting activities within the entire group of pupils into the demonstration workbook of the ActivInspire application, as well as their export to the Microsoft Excel application;

# We strengthen professional digital competences in the field of work with complex interactive solutions that can be used in educational situations with an emphasis on the ActivBoard interactive board.

Topics:

# Design of demonstration notebooks – options for setting up and customizing the working environment of the ActivInspire application; The main panel of tools – a demonstration interpretation for getting to know the most frequently used tools – topics for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in the ActivInspire application; Export/Import (\*.flipchart) of presentation notebooks; Cooperation between teacher and pupil/student on the blackboard – dual user mode;

# Adding additional graphic content to a demo workbook in ActivInspire; Import and export of resource packages; Defining properties of objects; Use of layers and layering: blind map, magic tunnel, magic ink – topics for their use in the creation of educational activities aimed at the target group of pupils; Adding and removing links to linked external files/Internet resources; Creating and using grid functions in the design of educational activities; Creating interactive demonstration notebooks – creating containers; Working with shares; Topics for their use of selected actions in the creation of interactive materials usable in teaching; Advantages of using profiles; Desktop annotation; Using desktop tools; Work in dual user mode; Use of mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;

# We expand professional digital competences with the ability to effectively apply gamification educational activities through predefined templates – Sorting into categories, Crosswords, Learning flashcards, Matching and Sorting items and other templates supported by the ClassFlow cloud application;

# Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching at primary/secondary school; Methodology of working with the digital voting system; Digital voting solutions – effective support of group cooperation in classes stimulating the learning process;

# We use the ActivExpression2 digital voting system in teaching; Components of a smart digital voting solution; Registration of ActivExpression2 voting devices in the ActivInspire application; Vote Viewer; The types of voting sessions and test questions supported by the ActivInspire software application and the ActivExpression2 voting device; Working with the results of the voting session in the ActivInspire application – displaying the results in different formats; Export of results from the ExpressPoll tool from prepared questions and from a set of questions for self-paced processing to the Microsoft Excel application; Themes for educational activities and games using ActivExpression2 voting devices supporting the activation and attention of students during the lesson.

As part of the remote task, the student in the ActivInspire environment will process a set of impressive educational activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students

during the lesson. When designing and developing the task, the student will use the widest possible range of available tools, functions, actions and properties. As part of the created demonstration workbook of at least 6 pages, the student is primarily expected to use the activity container, magic ink, magic tunnel, setting actions and restrictions on objects, as well as applying the presentation tools of the ActivInspire environment. In the accompanying document (a special \*.docx format file) to the created presentation materials and educational activities stored in the \*.flipchart format, the student will state the methodology of their inclusion in the educational activity of the target group of students.

As part of the distance task, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a special \*.docx format file) to the created gamification activities, the student will state the methodology of their inclusion in the educational activity of the target group of students.

As part of the remote task, the student creates a test activity through the ClassFlow cloud environment, designed with 20 test questions of supported types with the potential possibility of its use in the teaching of learning problems in primary education subjects at the elementary school.

We create video presentations of educational content through the Prezi Video cloud application

- # We develop professional digital competences in the field of design and creation of impressive non-linear video presentations of educational content realized through the Prezi Present application and Prezi Video of the Prezi cloud platform the way of expressing visual ideas applicable to their own pedagogical activities;

- # We adopt the methodology of applying the video presentation of educational content to students through the Prezi Video application to the process of school teaching of primary education subjects at the elementary school;

- # We innovate didactic approaches to educational activities implemented in schools or school facilities through impressive non-linear video presentations created in the Prezi cloud platform environment.

Topics:

- # We create a video presentation in the Prezi Video online editor environment from the very beginning using the Quick record tool – choosing a suitable template, inserting textual content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;

- # We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;

- # We create a video presentation based on the Prezi Present presentation; Adding an accompanying comment; Adding a video with accompanying commentary.

As part of the distance task, the student will create an original didactic and visually engaging video presentation of the educational content of his choice using the Prezi cloud platform (Prezi Present and Prezi Video) for the target group of students, in the range of at least 20 presentation views, usable in teaching the subjects of primary education subjects at the elementary school.

Application of selected web 2.0 tools for obtaining feedback in the process of school teaching at the primary level of education

- # We use selected web 2.0 software tools for obtaining feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) education;

- # We expand the knowledge framework in the field of applying gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;

- # We expand digital skills by the ability to effectively use the Socrative 2.0 cloud application designed for the creation and management of knowledge/quiz activities with the aim of obtaining

immediate feedback from students participating in a lesson in a school classroom, or in home conditions in the case of distance/hybrid education;

# We are adopting the methodology of applying knowledge/quiz activities mediated by students through the Socrative 2.0 application to the process of school teaching of primary education subjects at elementary schools;

# We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the process of school education in a fun and playful way – the transformation of the traditional verification of knowledge through a quiz in an activating form using digital means;

# We acquire skills in applying the application methodology, in the environment of the Kahoot! author-prepared, gamified educational and quiz activities for the process of school teaching of primary education subjects at elementary school;

# We develop digital competences for the ability to effectively use the Wizer.me cloud tool for creating multimedia online worksheets with educational content intended for the target group of students of the primary level of education at elementary school;

# We adopt the methodology of applying processed digital graphic outputs of educational content mediated by students through the Wizer.me cloud tool to school teaching of subjects of the primary level of education at elementary school;

# We adopt the principle and methodology of working with the Google Forms cloud application intended for the creation of online knowledge tests and research tools that can be used in pedagogical activities;

Topics:

# Socrative.com – a web tool for online testing of students; Free registration vs. benefits of paid registration for the teacher; Creating a teacher/student account; Test administration panel in Socrative 2.0 – Creating a new test – types of questions for creating your own tests – multiple choice, YES/NO answer and short open answer; Administration of teacher-created tests; Creating a copy of the test – a variant for a parallel group with slightly different questions; Clearing the test; Download the test into a document in \*.pdf format; Modification of the created test; Importing a test from another teacher – mutual sharing of tests between teachers; Access to the results of all (already) performed tests; Modes of making the test available to students – immediate feedback: Instant Feedback; Teacher-administered test; Selection of ways to display results; Defining the appearance of the test results – a general overview of all students with statistics of student success and questions; Separate \*.pdf files for each student; Success statistics in individual test questions; Practical examples of administered tests in the Socrative 2.0 application environment for various educational disciplines and learning topics;

# For the sake of brevity, we state that the thematic focus of Kahoot! is similar in content to the Socrative 2.0 application;

# Cloud Computing; Google Drive; View Google Docs options; Description of the Google Forms application environment – Questions tabs; Form creation; Editing the appearance of the form; Setting the form as a quiz; Evaluation of data obtained from form administration – Answers tab; Sending the form to respondents; Setting up Google Form sharing – in the middle of the Google Drive service and in the Google Forms editor; Setting up the sharing of a Google Form to a user with a Google account that has not been created.

As part of the distance task, the student creates a knowledge test with ten questions of the multiple choice type, with ten questions of the answer type YES/NO and with ten questions of the short free form answer type using the online software application Socrative 2.0. The focus of the knowledge test should be situated in a learning issue at one's discretion falling within the educational content of the subject included in the curriculum structure of the primary level of education at elementary

school; The student will take the knowledge test defined in this way among his classmates in his educational group.

As part of the distance learning task, the student will create a Kahoot! test activity designed from 20 knowledge questions of supported types. The focus of the test activity should be situated in a learning issue at one's own discretion falling within the educational content of the teaching subject included in the curriculum structure of the subjects of the primary level of education at the elementary school. The student will perform the test activity defined in this way among the classmates of his educational group.

As part of the remote task, the student will design and create an engaging multimedia worksheet with educational content in the Wizer.me cloud tool environment intended for the target group of primary school students; For the created digital graphic output (in a separate \*.docx format file), the student will state the methodology for its inclusion in the educational activity of the target group of students.

As part of the distance learning task, the student will create an activity using the Google Forms cloud application – a knowledge quiz with at least 15 questions of supported types. The focus of the knowledge quiz should be situated in a learning issue at one's own discretion, falling within the educational content of the teaching subject of the primary level of education at primary school; The student will take the knowledge quiz defined in this way among the classmates of his educational group.

Creating engaging digital outputs in the environment of selected graphic applications

# We acquire digital competences for the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform when creating multimedia posters with educational content intended for the target group of primary school students by expressing their own visual ideas;

# We develop digital competences with the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling – creating engaging multimedia posters with educational content – intended for the target group of primary school students;

# We are adopting the methodology of applying processed digital graphic outputs of educational content mediated by students through the cloud tool Prezi Design and Glogster to the school teaching of primary education subjects in elementary school;

# We develop professional digital competences with the ability to effectively use the tools of the desktop graphic editor Zoner Callisto by creating engaging graphic visuals that can be used by students in the intentions of their future teaching profession at the pre-primary/primary level of education in the field of regional education in the Slovak Republic, respectively. in facilities for leisure activities of children of younger school age; We develop digital skills in controlling the range of tools of the Zoner Callisto graphic editor by researching, creating and expressing our own visual ideas.

Topics:

# Prezi Design application as a comprehensive tool for graphic design and data visualization; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Use of \*.ppt, \*.pdf and \*.doc files in Prezi Design; Implementation of animated elements in the created graphic content; We create visual effects with images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; We share content created in Prezi Design with audiences on social media using private or public links; Collaborative work in the Prezi Design environment; Add/remove collaborators; Adding a whole team of collaborators; Real-time collaboration;

# Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from

Prezi Video into Prezi Design; Adding videos to Prezi Design and adjusting settings; Media integrations in Prezi Design – adding content from Prezi Video to projects;

# We work in the environment of the Zoner Callisto vector graphic editor; Understanding the principles of vector graphics; Getting to know the Zoner Callisto application; Drawing lines – straight lines, curves, shaping curves; Basic geometric objects; Editing objects and applying effects; Working with geometric objects – changing dimensions, rotation, deformation; Bulk selection, ordering, groups, combinations and logical operations; Tools for inserting text – artistic and paragraph text; Tables – writing and editing text in a table; Import and export of images; Document loading, saving and printing; Use of the Zoner Callisto application in school education; Practical examples of created educational activities, specific school projects implemented through the Zoner Callisto application, proposals for other creative solutions;

# We work with bitmap image formats in Zoner Callisto – Bitmap Editor; Bitmap Editor window; Editor tools; Graphics editing; Image enhancement; Removing image errors; Applying graphic effects; Applying text to an image; Effects – picture-in-picture, envelopes, transparent edges, soft shadow, resize; Practical demonstrations of the use of Zoner Callisto application tools (Bitmap Editor module) in school practice in the context of editing bitmap graphics; Practical examples of created educational activities.

As part of the distance learning task, the student will design and create an engaging digital poster with multimedia educational content in the environment of the Prezi Design cloud tool that can be used in teaching primary level students, or within the leisure activities of children of younger school age; For the created digital graphic output (in a separate \*.docx format file), the student will state the methodology of its inclusion in the educational activity of the target group of students.

As part of the distance task, the student will design and in the environment of the cloud tool edu.Glogster will create an engaging digital poster with multimedia educational content that can be used in teaching primary level students, or within the leisure activities of children of younger school age; For the created digital graphic output (in a separate \*.docx format file), the student will state the methodology of its inclusion in the educational activity of the target group of students.

As part of the remote task, the student will design and in the Zoner Callisto software application environment create a diploma for the target group of primary education students for a sports activity/ educational-competitive activity of their own choice.

### **Recommended literature:**

Compulsory/Recommended readings:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov [Innovative digital solutions in school education of students]. Bratislava : Comenius University in Bratislava, 1st edition, 141 pages, ISBN 978-80-223-5121-8 [It was published as an electronic publication]

ZÁHOREC, J. – BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít [Application of the SMART Learning Suite platform in the field of creating educational activities]. Bratislava : Comenius University in Bratislava, 1st edition, 129 pages, ISBN 978-80-223-5127-0 [It was published as an electronic publication]

ZÁHOREC, J. – HAŠKOVÁ, A. – MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy [Digital literacy of teachers in the context of their professional training].

Bratislava : Comenius University in Bratislava, 1st edition, 305 pages, ISBN 978-80-223-4882-9  
LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese [Interactive whiteboard in the educational process], 1st edition, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 pages., ISBN 978-80-565-1444-3

ZIKOVÁ, J. – SLAVIČINSKÝ, R. – KREJČÍ, J. – VESELÝ, P. – MATULA, KYLAR, M.

(2004). Zoner Callisto 5: Uživatelská příručka [Zoner Callisto 5: User manual]. ImageStream® Graphics Filters: Copyright © 1991-1999 Inso Chicago Corporation

The basic study text for the educational content of the discipline Applied digital media in primary education will be made available to students at regular intervals in electronic form through the university's LMS Moodle.						
<b>Languages necessary to complete the course:</b> Slovak and Czech language						
<b>Notes:</b> The maximum number of students in one study group within the daily form of study is 15 (per one teacher). The seminar is held in a computer room, each student has a computer at his disposal						
<b>Past grade distribution</b> Total number of evaluated students: 80						
A	ABS	B	C	D	E	FX
45,0	0,0	23,75	13,75	7,5	8,75	1,25
<b>Lecturers:</b> doc. PaedDr. Ján Záhorec, PhD., doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex131/22	<b>Course title:</b> Applied digital media in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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 10 hours of seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload (external form) Teaching: 10 hours; guided self-study: 12 hours Implementation of 1 partial (distance) task: 8 hours x 6 (distance tasks) = 48 hours Preparation for continuous rating = 20 hodín Student's total workload: 10S (3 credits) = 90 hours Teaching methods Monological methods – lecture, explanation of the curriculum, Dialogic methods – conversation, discussion Guided self-study – processing of partial tasks according to the assignment of the lecturer during the semester and their submission in electronic form within the set deadline, which the teacher continuously checks and evaluates	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The subject is completed by the evaluation (100 % of the continuous evaluation). # active participation in seminars realized by the presence and distance teaching method; # processing of sub -(distance) outputs/tasks according to the assignment of the lecturer during the semester from selected thematic circuits and their handover in electronic form within the specified period, which the teacher continuously controls and evaluates, accounts for 80 % of the total achievable value of points; The handover of partial tasks is a condition of credits; # development of a semester project – at the end of the semester, the student uses the cloud tool Prezi Video to create a original and visual video presentation of the educational content of the chosen subject of the curriculum of the primary education level at the elementary school; The structure of video presentation must be conceived on the basis of a presentation created in the software application Prezi Present; Personal presentation of the created project in Prezi in front of the whole	



study group; Successful implementation and defense of the project accounts for 20 % of the total achievable value of points and is a condition for granting credits.

The rating is given on a scale:

A (100-91%, excellent – excellent results),

B (90-81%, very good – above average standard),

C (80-73%, good – regular reliable work),

D (72-66%, satisfactory – acceptable results),

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

Fx (59-0%, insufficient – more additional work required).

In order to successfully complete the educational subject, it is necessary to obtain at least 60 % of the point evaluation.

A minimum of 91 points is required to obtain a final grade of A. For this evaluation, the student has to demonstrate: a creative and original approach when working out ongoing tasks, excellent professional knowledge and their application in solving problem tasks, excellent orientation in the issue, excellent communication skills, responsibility and timely completion of tasks, exceptional activity in teaching during the semester.

At least 81 points must be obtained to obtain a final grade of B. For this evaluation, the student must demonstrate: a creative approach when working out ongoing tasks using a model, above-average professional knowledge and its application in solving problem tasks with the help of consultations, above-average orientation in the issue, above-average communication skills, responsibility and timely completion of tasks, above-average activity in teaching during semester.

A minimum of 73 points is required to obtain a final grade of C. For this evaluation, the student must demonstrate: the ability to develop ongoing tasks using the specified template, good professional knowledge and their application in solving problem tasks in a group or with the help of a teacher, good orientation in the issue, good communication skills, completing the assigned tasks, average activity in teaching during semester based on the invitation of the teacher.

A minimum of 66 points is required to obtain a final grade of D. For this evaluation, the student has to demonstrate: the ability to develop ongoing tasks using the specified template and with the help of the teacher, average professional knowledge and its application in solving problem tasks in a group or with the help of the teacher, average orientation in the issue, average communication skills, completing assigned tasks, basic teaching activity during the semester in cooperation with the teacher or other students.

A minimum of 60 points is required to obtain a final grade of E. For this assessment, the student must demonstrate: the ability to work out ongoing tasks and with the help of the teacher, basic / minimal professional knowledge, basic / minimal orientation in the issue, basic communication skills, completion of assigned tasks.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes

The aim of the educational discipline Applied digital media in primary education is to develop digital skills in the field of working with selected software (desktop and cloud) in the students of the study program Teaching for Primary Education (at the 2nd stage of the higher education) at the Pedagogical Faculty UK (hereinafter referred to as PdF UK) didaktickým applikekami a vidaal ich effectively aplikovat' in the intentions of your future pedagogic profession.

By completing the Applied digital media in primary education educational discipline, a student has the capabilities and advanced digital skills to effectively use the tools of the ActivInspire software application and the ClassFlow cloud environment by creating gamification educational/ quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in a school classroom, or in home conditions in case of implementation of distance/hybrid education.

By completing the educational discipline Applied digital media in primary education, the student acquires advanced professional digital competences in the field of concept design and creation of interactive video presentations of educational content implemented through the Prezi Present and Prezi Video applications of the Prezi cloud platform by expressing their own visual ideas that can be used in their own pedagogical activities in schools or school facilities.

By completing the educational discipline, the student acquires capabilities and advanced digital skills in the field of concept design, creation and administration of (gamification) quizzes and educational activities and knowledge games with dynamic elements created through the cloud tool Socrative 2.0, Kahoot!, Wizer.me and Google Forms usable in their own educational activities implemented in schools and school facilities for the target group of intact pupils as well as pupils with special educational needs.

A student who graduated from the educational discipline of Applied digital media in primary education has, last but not least, advanced digital skills in the field of vector/bitmap graphics in the environment of the Prezi Design cloud application and the Glogster desktop graphics application Zoner Callisto intended for the target group of students of the primary level of education at the elementary school.

### **Class syllabus:**

Course outcomes of subject (content)

The content of the educational discipline Applied digital media in primary education is divided into four thematic areas and corresponding sub-themes in order to ensure the achievement of the specified particular educational goals. The content structure of the educational discipline is designed in such a way that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing educational topics organized in face-to-face and distance learning formats and at the same time strengthens his professional training in the subject area.

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

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

# We adopt the principle and methodology of working with selected (Promethean World Ltd) digital didactic resources designed to support of interactive teaching of subjects of the primary level of education at the elementary school;

# We develop professional digital competences with the ability to effectively use the software tools of the ActivInspire desktop application and the ClassFlow cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs). participants in a lesson in a school classroom, or in home conditions in the case of implementation of distance/hybrid education; In the context of the mentioned activity, the training participant is also expected to master the methodology of applying the created activities to school teaching;

# We acquire knowledge about desktop digital voting solutions and (trendy) cloud applications designed for the creation of knowledge tests/quizzes currently available on the market as an interactive didactic teaching tool, the advantages and disadvantages of their deployment in the teaching process in the field of regional education;

# We acquire digital skills in creating, editing and managing knowledge tests through voting sessions and supported by the software application ActivInspire and the digital voting device ActivExpression2 stimulating the activation and attention of students in the lesson; We use the ExpressPoll voting session; we use the guide for creating questions when creating test activities to

stimulate the teacher; we realize the work as a guide to the set of questions before processing at the student's own pace (voicing relationship in student stimulation) within the framework of the school's primary school education;

# We are mastering the methodology of applying knowledge tests to students through the ActivInspire application and the digital voting device ActivExpression2 to the process of school teaching of primary education subjects at the elementary school;

# We develop skills in the statistical processing of the results of voting activities within the entire group of pupils into the demonstration workbook of the ActivInspire application, as well as their export to the Microsoft Excel application;

# We strengthen professional digital competences in the field of work with complex interactive solutions that can be used in educational situations with an emphasis on the ActivBoard interactive board.

Topics:

# Design of demonstration notebooks – options for setting up and customizing the working environment of the ActivInspire application; The main panel of tools – a demonstration interpretation for getting to know the most frequently used tools – topics for their use in the creation of interactive educational content; Annotation mode on the desktop; Browsers in the ActivInspire application; Export/Import (\*.flipchart) of presentation notebooks; Cooperation between teacher and pupil/student on the blackboard – dual user mode;

# Adding additional graphic content to a demo workbook in ActivInspire; Import and export of resource packages; Defining properties of objects; Use of layers and layering: blind map, magic tunnel, magic ink – topics for their use in the creation of educational activities aimed at the target group of pupils; Adding and removing links to linked external files/Internet resources; Creating and using grid functions in the design of educational activities; Creating interactive demonstration notebooks – creating containers; Working with shares; Topics for their use of selected actions in the creation of interactive materials usable in teaching; Advantages of using profiles; Desktop annotation; Using desktop tools; Work in dual user mode; Use of mathematical and design tools; Demonstrations of the use of mathematical and design tools in the creation of interactive materials usable in the educational process;

# We expand professional digital competences with the ability to effectively apply gamification educational activities through predefined templates – Sorting into categories, Crosswords, Learning flashcards, Matching and Sorting items and other templates supported by the ClassFlow cloud application;

# Current trends in the application of digital voting solutions for education; Technological principle of digital voting systems; Possibilities of using digital voting systems in school teaching at primary/secondary school; Methodology of working with the digital voting system; Digital voting solutions – effective support of group cooperation in classes stimulating the learning process;

# We use the ActivExpression2 digital voting system in teaching; Components of a smart digital voting solution; Registration of ActivExpression2 voting devices in the ActivInspire application; Vote Viewer; The types of voting sessions and test questions supported by the ActivInspire software application and the ActivExpression2 voting device; Working with the results of the voting session in the ActivInspire application – displaying the results in different formats; Export of results from the ExpressPoll tool from prepared questions and from a set of questions for self-paced processing to the Microsoft Excel application; Themes for educational activities and games using ActivExpression2 voting devices supporting the activation and attention of students during the lesson.

As part of the remote task, the student in the ActivInspire environment will process a set of impressive educational activities, knowledge games, engaging presentations of educational content as new interactive forms of learning material supporting the activation and attention of students

during the lesson. When designing and developing the task, the student will use the widest possible range of available tools, functions, actions and properties. As part of the created demonstration workbook of at least 6 pages, the student is primarily expected to use the activity container, magic ink, magic tunnel, setting actions and restrictions on objects, as well as applying the presentation tools of the ActivInspire environment. In the accompanying document (a special \*.docx format file) to the created presentation materials and educational activities stored in the \*.flipchart format, the student will state the methodology of their inclusion in the educational activity of the target group of students.

As part of the distance task, the student will create a set of 10 gamification educational activities for the target group of students with the effective use of pre-prepared templates and tools of the ClassFlow cloud environment. In the accompanying document (a special \*.docx format file) to the created gamification activities, the student will state the methodology of their inclusion in the educational activity of the target group of students.

As part of the remote task, the student creates a test activity through the ClassFlow cloud environment, designed with 20 test questions of supported types with the potential possibility of its use in the teaching of learning problems in primary education subjects at the elementary school.

We create video presentations of educational content through the Prezi Video cloud application

- # We develop professional digital competences in the field of design and creation of impressive non-linear video presentations of educational content realized through the Prezi Present application and Prezi Video of the Prezi cloud platform the way of expressing visual ideas applicable to their own pedagogical activities;

- # We adopt the methodology of applying the video presentation of educational content to students through the Prezi Video application to the process of school teaching of primary education subjects at the elementary school;

- # We innovate didactic approaches to educational activities implemented in schools or school facilities through impressive non-linear video presentations created in the Prezi cloud platform environment.

Topics:

- # We create a video presentation in the Prezi Video online editor environment from the very beginning using the Quick record tool – choosing a suitable template, inserting textual content and other graphic visuals; supplementing the video presentation with a recording of your own image and sound;

- # We create a video presentation in the Prezi Video online editor environment by offering reusable videos recorded by other Prezi Video users;

- # We create a video presentation based on the Prezi Present presentation; Adding an accompanying comment; Adding a video with accompanying commentary.

As part of the distance task, the student will create an original didactic and visually engaging video presentation of the educational content of his choice using the Prezi cloud platform (Prezi Present and Prezi Video) for the target group of students, in the range of at least 20 presentation views, usable in teaching the subjects of primary education subjects at the elementary school.

Application of selected web 2.0 tools for obtaining feedback in the process of school teaching at the primary level of education

- # We use selected web 2.0 software tools for obtaining feedback from students participating in the school teaching process, in the case of students enrolled in distance (online) education;

- # We expand the knowledge framework in the field of applying gamification (game-based learning) as one of the innovative and activating methods applied in the educational process at the primary school level;

- # We expand digital skills by the ability to effectively use the Socrative 2.0 cloud application designed for the creation and management of knowledge/quiz activities with the aim of obtaining

immediate feedback from students participating in a lesson in a school classroom, or in home conditions in the case of distance/hybrid education;

# We are adopting the methodology of applying knowledge/quiz activities mediated by students through the Socrative 2.0 application to the process of school teaching of primary education subjects at elementary schools;

# We extend professional digital competences with the ability to create gamification quiz activities and knowledge games through the online platform Kahoot! into the process of school education in a fun and playful way – the transformation of the traditional verification of knowledge through a quiz in an activating form using digital means;

# We acquire skills in applying the application methodology, in the environment of the Kahoot! author-prepared, gamified educational and quiz activities for the process of school teaching of primary education subjects at elementary school;

# We develop digital competences for the ability to effectively use the Wizer.me cloud tool for creating multimedia online worksheets with educational content intended for the target group of students of the primary level of education at elementary school;

# We adopt the methodology of applying processed digital graphic outputs of educational content mediated by students through the Wizer.me cloud tool to school teaching of subjects of the primary level of education at elementary school;

# We adopt the principle and methodology of working with the Google Forms cloud application intended for the creation of online knowledge tests and research tools that can be used in pedagogical activities;

Topics:

# Socrative.com – a web tool for online testing of students; Free registration vs. benefits of paid registration for the teacher; Creating a teacher/student account; Test administration panel in Socrative 2.0 – Creating a new test – types of questions for creating your own tests – multiple choice, YES/NO answer and short open answer; Administration of teacher-created tests; Creating a copy of the test – a variant for a parallel group with slightly different questions; Clearing the test; Download the test into a document in \*.pdf format; Modification of the created test; Importing a test from another teacher – mutual sharing of tests between teachers; Access to the results of all (already) performed tests; Modes of making the test available to students – immediate feedback: Instant Feedback; Teacher-administered test; Selection of ways to display results; Defining the appearance of the test results – a general overview of all students with statistics of student success and questions; Separate \*.pdf files for each student; Success statistics in individual test questions; Practical examples of administered tests in the Socrative 2.0 application environment for various educational disciplines and learning topics;

# For the sake of brevity, we state that the thematic focus of Kahoot! is similar in content to the Socrative 2.0 application;

# Cloud Computing; Google Drive; View Google Docs options; Description of the Google Forms application environment – Questions tabs; Form creation; Editing the appearance of the form; Setting the form as a quiz; Evaluation of data obtained from form administration – Answers tab; Sending the form to respondents; Setting up Google Form sharing – in the middle of the Google Drive service and in the Google Forms editor; Setting up the sharing of a Google Form to a user with a Google account that has not been created.

As part of the distance task, the student creates a knowledge test with ten questions of the multiple choice type, with ten questions of the answer type YES/NO and with ten questions of the short free form answer type using the online software application Socrative 2.0. The focus of the knowledge test should be situated in a learning issue at one's discretion falling within the educational content of the subject included in the curriculum structure of the primary level of education at elementary

school; The student will take the knowledge test defined in this way among his classmates in his educational group.

As part of the distance learning task, the student will create a Kahoot! test activity designed from 20 knowledge questions of supported types. The focus of the test activity should be situated in a learning issue at one's own discretion falling within the educational content of the teaching subject included in the curriculum structure of the subjects of the primary level of education at the elementary school. The student will perform the test activity defined in this way among the classmates of his educational group.

As part of the remote task, the student will design and create an engaging multimedia worksheet with educational content in the Wizer.me cloud tool environment intended for the target group of primary school students; For the created digital graphic output (in a separate \*.docx format file), the student will state the methodology for its inclusion in the educational activity of the target group of students.

As part of the distance learning task, the student will create an activity using the Google Forms cloud application – a knowledge quiz with at least 15 questions of supported types. The focus of the knowledge quiz should be situated in a learning issue at one's own discretion, falling within the educational content of the teaching subject of the primary level of education at primary school; The student will take the knowledge quiz defined in this way among the classmates of his educational group.

Creating engaging digital outputs in the environment of selected graphic applications

# We acquire digital competences for the ability to effectively use the Prezi Design cloud tool of the Prezi cloud platform when creating multimedia posters with educational content intended for the target group of primary school students by expressing their own visual ideas;

# We develop digital competences with the ability to effectively use the cloud tool Glogster (edu.Glogster.com) for digital storytelling – creating engaging multimedia posters with educational content – intended for the target group of primary school students;

# We are adopting the methodology of applying processed digital graphic outputs of educational content mediated by students through the cloud tool Prezi Design and Glogster to the school teaching of primary education subjects in elementary school;

# We develop professional digital competences with the ability to effectively use the tools of the desktop graphic editor Zoner Callisto by creating engaging graphic visuals that can be used by students in the intentions of their future teaching profession at the pre-primary/primary level of education in the field of regional education in the Slovak Republic, respectively. in facilities for leisure activities of children of younger school age; We develop digital skills in controlling the range of tools of the Zoner Callisto graphic editor by researching, creating and expressing our own visual ideas.

Topics:

# Prezi Design application as a comprehensive tool for graphic design and data visualization; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Use of \*.ppt, \*.pdf and \*.doc files in Prezi Design; Implementation of animated elements in the created graphic content; We create visual effects with images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; We share content created in Prezi Design with audiences on social media using private or public links; Collaborative work in the Prezi Design environment; Add/remove collaborators; Adding a whole team of collaborators; Real-time collaboration;

# Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from

Prezi Video into Prezi Design; Adding videos to Prezi Design and adjusting settings; Media integrations in Prezi Design – adding content from Prezi Video to projects;

# We work in the environment of the Zoner Callisto vector graphic editor; Understanding the principles of vector graphics; Getting to know the Zoner Callisto application; Drawing lines – straight lines, curves, shaping curves; Basic geometric objects; Editing objects and applying effects; Working with geometric objects – changing dimensions, rotation, deformation; Bulk selection, ordering, groups, combinations and logical operations; Tools for inserting text – artistic and paragraph text; Tables – writing and editing text in a table; Import and export of images; Document loading, saving and printing; Use of the Zoner Callisto application in school education; Practical examples of created educational activities, specific school projects implemented through the Zoner Callisto application, proposals for other creative solutions;

# We work with bitmap image formats in Zoner Callisto – Bitmap Editor; Bitmap Editor window; Editor tools; Graphics editing; Image enhancement; Removing image errors; Applying graphic effects; Applying text to an image; Effects – picture-in-picture, envelopes, transparent edges, soft shadow, resize; Practical demonstrations of the use of Zoner Callisto application tools (Bitmap Editor module) in school practice in the context of editing bitmap graphics; Practical examples of created educational activities.

As part of the distance learning task, the student will design and create an engaging digital poster with multimedia educational content in the environment of the Prezi Design cloud tool that can be used in teaching primary level students, or within the leisure activities of children of younger school age; For the created digital graphic output (in a separate \*.docx format file), the student will state the methodology of its inclusion in the educational activity of the target group of students.

As part of the distance task, the student will design and in the environment of the cloud tool edu.Glogster will create an engaging digital poster with multimedia educational content that can be used in teaching primary level students, or within the leisure activities of children of younger school age; For the created digital graphic output (in a separate \*.docx format file), the student will state the methodology of its inclusion in the educational activity of the target group of students.

As part of the remote task, the student will design and in the Zoner Callisto software application environment create a diploma for the target group of primary education students for a sports activity/ educational-competitive activity of their own choice.

### **Recommended literature:**

Compulsory/Recommended readings:

ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov [Innovative digital solutions in school education of students]. Bratislava : Comenius University in Bratislava, 1st edition, 141 pages, ISBN 978-80-223-5121-8 [It was published as an electronic publication]

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LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese [Interactive whiteboard in the educational process], 1st edition, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 pages., ISBN 978-80-565-1444-3

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The basic study text for the educational content of the discipline Applied digital media in primary education will be made available to students at regular intervals in electronic form through the university's LMS Moodle.						
<b>Languages necessary to complete the course:</b> Slovak and Czech language						
<b>Notes:</b> The maximum number of students in one study group within the daily form of study is 15 (per one teacher). The seminar is held in a computer room, each student has a computer at his disposal						
<b>Past grade distribution</b> Total number of evaluated students: 80						
A	ABS	B	C	D	E	FX
45,0	0,0	23,75	13,75	7,5	8,75	1,25
<b>Lecturers:</b> doc. PaedDr. Ján Záhorec, PhD., doc. PaedDr. Lilla Koreňová, PhD.						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex253/22	<b>Course title:</b> Children's developmental disorders
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form: 10 hours of lectures + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of direct teaching; continuous preparation (5 hours); seminar work and presentation (15 hours); self-study (12 hours); preparation for the intermediate didactic test (18 hours), 60 hours in total Teaching methods: Lecture, group discussion - problem-solving of assigned tasks, elaboration of a project proposal on current problems, guided discussion on the discussed topic, heuristic method, guided self-study and work with the text.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: 100% of the intermediate assessment During the semester, students will prepare a seminar paper (max. 30 points) and 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 amount of knowledge they have acquired. The test and the seminar paper are designed to verify the specified learning outcomes. To pass the course, a minimum score of 60% is required on all the assignments. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required)	

For a grade of A, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literary sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental disorders, i.e., have basic information about their etiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as possible forms of intervention.

A grade of B means that the students achieved above average results throughout the semester, were able to study independently, know basic information related to childhood development disorders, and are able to navigate the literature.

A grade of C means that students performed at a standard level throughout the semester, their theoretical knowledge of the subject matter is at a good level, but they lack the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge.

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 cannot critically analyze information and have problems applying knowledge to practice.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyse, compare multiple pieces of knowledge and fail in critical thinking, but they have mastered most of the theoretical knowledge of the subject.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The goal is to familiarize students with the basic classification and manifestations of developmental disorders in childhood and their impact on a child's school functioning. Students will gain basic information about the most common developmental disorders occurring primarily in the preschool and younger school-age child. The ability to navigate the subject matter is essential for primary education teacher education students, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also gain sufficient competence to work with other professionals involved in dealing with developmental disorders. It is anticipated that teachers will be 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 direct intervention as well as cooperation with parents and other professionals. Students are introduced to the issue of normality in child psychology, to the risks of developmental disorders and to international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the issues is a prerequisite for an individualised teacher-pupil relationship with a developmental disorder. Such a relationship requires not only 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 disabilities. Most children with developmental 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 neurologist, psychologist, speech therapist, paediatrician.

### **Class syllabus:**

Course outcomes of subject (content):

- 1.Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification 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, aetiology, classification, possibilities and limitations of intervention.
4. Communication disorders - delayed and impaired speech development, social/pragmatic/speech disorder
5. Primary psychogenic communication disorders - stuttering and mutism /definition, classification, possibilities of intervention/.
6. Pervasive developmental disorders or autism spectrum disorders /autism, Asperger's syndrome, Rett'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 cerebral dysfunction, present - hyperkinetic syndrome or ADHD.  
The most important factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programs in working with children with specific learning disabilities.
10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.
11. Enuresis, encopresis, tics - psychogenic conditioned disorders in somatic area. Manifestations, forms, possibilities of intervention.

#### **Recommended literature:**

##### **Required reading:**

Vágnerová, M. (2014). Současná psychopatologie pro pomáhající profese. Portál.

Váryová, B., & Andreánska, V. (2016). Vývinové poruchy. In: Heretik, A. sr., Heretik, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s. r. o.

##### **Recommended reading:**

Brunclíková, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky [elektronický dokument] Univerzita Komenského.

Brunclíková, Z., & Andreánska, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského.

Brunclíková, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Iris.

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. Univerzita Komenského. CD ROM.

Glasová, M., & Groma, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/ inkluzívneho vzdelávania. 1. vyd., s. 57-96. Univerzita Komenského. CD-ROM.

Pokorná, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Portál.

Pugnerová, M., & Kvitová, J. (2016). Přehled poruch psychického vývinu. Grada Publishing.

Říčan, P., & Krejčířová, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Grada Publishing.

periodiká a vedecké databázy: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie a iné.

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

Slovak and Czech language

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 91						
A	ABS	B	C	D	E	FX
49,45	0,0	28,57	14,29	2,2	3,3	2,2
<b>Lecturers:</b>						
<b>Last change:</b> 24.09.2023						
<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.KPEP/M-UPVex253/22	<b>Course title:</b> Children's developmental disorders
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form: 10 hours of lectures + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of direct teaching; continuous preparation (5 hours); seminar work and presentation (15 hours); self-study (12 hours); preparation for the intermediate didactic test (18 hours), 60 hours in total Teaching methods: Lecture, group discussion - problem-solving of assigned tasks, elaboration of a project proposal on current problems, guided discussion on the discussed topic, heuristic method, guided self-study and work with the text.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: 100% of the intermediate assessment During the semester, students will prepare a seminar paper (max. 30 points) and 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 amount of knowledge they have acquired. The test and the seminar paper are designed to verify the specified learning outcomes. To pass the course, a minimum score of 60% is required on all the assignments. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required)	

For a grade of A, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literary sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental disorders, i.e., have basic information about their etiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as possible forms of intervention.

A grade of B means that the students achieved above average results throughout the semester, were able to study independently, know basic information related to childhood development disorders, and are able to navigate the literature.

A grade of C means that students performed at a standard level throughout the semester, their theoretical knowledge of the subject matter is at a good level, but they lack the ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge.

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 cannot critically analyze information and have problems applying knowledge to practice.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyse, compare multiple pieces of knowledge and fail in critical thinking, but they have mastered most of the theoretical knowledge of the subject.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The goal is to familiarize students with the basic classification and manifestations of developmental disorders in childhood and their impact on a child's school functioning. Students will gain basic information about the most common developmental disorders occurring primarily in the preschool and younger school-age child. The ability to navigate the subject matter is essential for primary education teacher education students, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also gain sufficient competence to work with other professionals involved in dealing with developmental disorders. It is anticipated that teachers will be 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 direct intervention as well as cooperation with parents and other professionals. Students are introduced to the issue of normality in child psychology, to the risks of developmental disorders and to international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the issues is a prerequisite for an individualised teacher-pupil relationship with a developmental disorder. Such a relationship requires not only 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 disabilities. Most children with developmental 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 neurologist, psychologist, speech therapist, paediatrician.

### **Class syllabus:**

Course outcomes of subject (content):

- 1.Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification 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, aetiology, classification, possibilities and limitations of intervention.
4. Communication disorders - delayed and impaired speech development, social/pragmatic/speech disorder
5. Primary psychogenic communication disorders - stuttering and mutism /definition, classification, possibilities of intervention/.
6. Pervasive developmental disorders or autism spectrum disorders /autism, Asperger's syndrome, Rett'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 cerebral dysfunction, present - hyperkinetic syndrome or ADHD.  
The most important factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programs in working with children with specific learning disabilities.
10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.
11. Enuresis, encopresis, tics - psychogenic conditioned disorders in somatic area. Manifestations, forms, possibilities of intervention.

#### **Recommended literature:**

##### **Required reading:**

Vágnerová, M. (2014). Současná psychopatologie pro pomáhající profese. Portál.

Váryová, B., & Andreánska, V. (2016). Vývinové poruchy. In: Heretik, A. sr., Heretik, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s. r. o.

##### **Recommended reading:**

Brunclíková, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky [elektronický dokument] Univerzita Komenského.

Brunclíková, Z., & Andreánska, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského.

Brunclíková, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Iris.

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. Univerzita Komenského. CD ROM.

Glasová, M., & Groma, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/ inkluzívneho vzdelávania. 1. vyd., s. 57-96. Univerzita Komenského. CD-ROM.

Pokorná, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Portál.

Pugnerová, M., & Kvitová, J. (2016). Přehled poruch psychického vývinu. Grada Publishing.

Říčan, P., & Krejčířová, D. a kol. (2006). Dětská klinická psychologie. 4., prepracované a doplněné vydání. Grada Publishing.

periodiká a vedecké databázy: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie a iné.

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

Slovak and Czech language

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 91						
A	ABS	B	C	D	E	FX
49,45	0,0	28,57	14,29	2,2	3,3	2,2
<b>Lecturers:</b> Mgr. Zuzana Štefanec, PhD.						
<b>Last change:</b> 24.09.2023						
<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.KPEP/M-UPVex243/22	<b>Course title:</b> Civic education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of training activities Scope: 5 hours lecture + 5 hours seminar, total 10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Organisational form: combined (primarily distance learning) Student workload: 10 hours of direct instruction per semester, Preparation of an intermediate task (prepare and implement a lesson) 20 hours, Preparation of the final assignment (prepare a professional essay) 18 hours, self-study 12 hours, A total of 60 hours of student work per semester. Teaching methods: communication methods (discussion of the topic, guided discussion, interview, interpretation, exchange of views), cooperative methods (small group work), methods of working with the text (work with literature, shared reading, paired reading, written problem solving, brainstorming, brainwriting, dramatisation of the text, associative evocation of learning, concept maps, linking learning with practice, problem solving, application of theoretical knowledge to practical examples, simulation of practice, role-playing, presentation.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: Active participation in the class is required to pass the course. The course consists of an interim and a final assessment. The mid-term assessment includes an assignment that the student completes during the semester. The content of the assignment is to prepare and implement a lesson (50 points). The student has the task of independently preparing and delivering the lesson preparation and also of delivering the lesson in front of the teacher and the other participants of the course. The final assessment is a professional essay (50 points). Successful completion of the course is conditional on the completion of the midterm and final assessment tasks. The prerequisite for successful completion of the course is obtaining at least 60 points out of the maximum possible course grade.	

A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points. The rating is awarded on a scale:

A (100-91%, excellent - outstanding results)

The student knows/manages/applies/analyzes/critically evaluates/creates.

The student receives stimuli, responds, appreciates values, and integrates values.

B (90-81%, very good - above average standard)

Student knows/manages/applies/analyzes, but critical thinking and creativity is borderline.

The student receives stimuli, responds and appreciates values, but the integration of values is borderline.

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

The student knows/known/learned but cannot apply to practice.

The student receives stimuli, responds and appreciates values.

D (72-66%, satisfactory - acceptable results)

The student can/learns to describe, interpret, explain in his/her own words

The student receives stimuli and responds.

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

The student knows/learns to the minimum required level

The student accepts suggestions.

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

The student must repeat the course in the next semester.

Specification of course completion conditions:

- 1. PREPARATION AND IMPLEMENTATION OF A TEACHING HOUR (50 points)
- 2. PROFESSIONAL ESSAY (50 points)

1. PREPARATION AND IMPLEMENTATION OF A TEACHING HOUR (50 points)

The student will develop, present and deliver the lesson. The preparation and implementation of the lesson is carried out in the form of pair work (the teacher divides the students into pairs). The pair of students chooses the level of education for which they will prepare the lesson (kindergarten, 1st grade of primary school, school children's club). They choose the age group (grade). The preparation and implementation of the lesson will depend on these parameters. The pair of students will choose the content of the lesson. The content of the lesson may be topics of the supporting disciplines from which the subject of citizenship education draws. These are, for example: philosophy, political science, ethics, sociology, aesthetics, religious studies, economics, law, ecology and others. Pairs of students choose one discipline and select a topic (problem) in that discipline. The topic (problem) is formulated and elaborated for the selected group of students/children. The topic (problem) must be applicable to pre-primary and primary education. The preparation of the lesson must respect the didactic principles of teaching (principle of awareness and activity, principle of illustration, principle of appropriateness, principle of systematicity, principle of scientificity, etc.). The preparation must correspond to the school law and the chosen national curriculum.

The written preparation must include:

1. The title of the lesson topic (must be clear, concise and precisely defined)
2. Key terms (related to the content of the topic, stated as nouns in the nominative singular or plural)
3. School/school educational placement, (level of education), year.
4. Educational objectives (general objective and specific objectives). Educational objectives are formulated in vague terms. Educational objectives must respect the taxonomies of objectives (cognitive, affective and psychomotor domains). Specific objectives should meet the requirements of: consistency, appropriateness, clarity, controllability, etc. Educational objectives can be defined by students through:
  - knowledge (which specific knowledge should the child/student know and be able to do?)

- skills/skills (which specific skills/skills should the child/ pupil acquire, learn?)
- competences (which specific key competences should the child/pupil develop?)
- values (which specific values should the child/pupil acquire? Which moral norms should the child/pupil acquire?)

- attitudes (which attitudes should the child/pupil apply in his/her actions?)

5. Educational methods. Students should mainly focus on activating educational methods when setting up their preparation.

6. Teaching aids and resources. Students will list the specific aids and resources that will be used in the lesson.

7. Description of the phases of the lesson/description of the methodological procedure

- description of phases (motivation, exposure, fixation, diagnosis)

- description of the input-process-output of the lesson

8. Attachments (pedagogical documentation, own didactic aids, etc.). The annexes may contain various didactic materials, photographs, notes, reflections, offset documents and other documentation.

9. Literature used. Students list the literature that was used in the preparation of the lesson. The list of literature used is given according to the citation standard ISO 690 and ISO 690-2.

The student uploads the lesson presentation via MS Teams, to the notebook for teaching subjects, to the bookmark called preparation and implementation of the lesson (or to Moodle Pdf. UK in the form of assignments).

## 2. PROFESSIONAL ESSAY (max. 50 points)

The student writes a professional essay. The professional essay is the freest unit of all professional texts. It is a critical reflection on an issue. It is subjective in nature, but follows the general rules of a scientific text: informative richness, correct reproduction and citation of sources, explicit logic of explanations, respect for facts. The student chooses one of the following topics:

A) Which civic issue do I find most pressing today?

B) Which civic virtues are lacking in people today?

C) Which civic competences should a person of today be equipped with?

Criteria for the evaluation of a professional essay: the text should be based on relevant professional literature and the sources of information should be cited according to the international ISO standard, at least three professional sources (monograph, proceedings, journal, etc.) must be cited and paraphrased in the text, the essay must have a logical structure and internal coherence, the essay should be free of spelling and stylistic errors. The length of the essay should be at least 3 standard pages (the title page and the list of references used are not included).

The student submits the professional essay via MS Teams, to the notebook for learning subjects, to the bookmark called professional essay (or to Moodle Pdf. UK in the form of assignments).

## Learning outcomes:

Learning outcomes:

After completing the course, the student understands the basic theoretical foundations of education for citizenship and is familiar with political and sociological ideas about civil society. The student understands the basic concepts of citizen, citizenship, freedom and democracy. Through the course, the student develops the values and attitudes necessary for a democratic society, and develops the skills and competences necessary for life in society. The student understands the role of the citizen and is aware of the rights, responsibilities and opportunities that this role provides. The student understands the civic principles of equality, fair treatment, freedom and social cohesion. Upon completion of the course, the student understands the importance of civic engagement and participation in the community. Through the course and its content, the student develops practical skills and competencies for the work of an educational staff member.

**Class syllabus:**

Brief outline of the course:

In the course, the student will become familiar with the following topics:

1. Schedule of classes, important information and how to finish.
2. Introduction. Definition of the terms: citizen, citizenship, freedom, democracy.
3. The development of democracy in Slovakia and Europe.
4. Civic Education. Shaping citizenship.
5. Civic competence, critical appraisal and analysis.
6. The role of the citizen (rights, responsibilities, opportunities)
7. Human rights and the rights of the child in domestic and foreign documents.
8. Political system of the Slovak Republic.
9. Constitution of the Slovak Republic.
10. Current issues of citizenship.
11. Conclusion/Evaluation.

**Recommended literature:**

Recommended reading:

LYSÝ, J. 2004. Úvod do politickej vedy. Bratislava: OZSP, 2004. ISBN 80-968927-8-9.

LYSÝ, J. 2008. Občianska spoločnosť. Bratislava: Právnická fakulta Univerzity Komenského, 2008. ISBN 978-80-7160-249-1.

MISTRÍK a kol. 2001. Občan a občianstvo. Veľký Biel: Pope Print, 2001. ISBN 80-96826-6-9.

POLLMANN, A, LOHMANN, G. 2017. Ľudské práva. Interdisciplinárna príručka. Bratislava: Kalligram, 2017. ISBN 978-80-8101-960-9.

ŠUŤÁKOVÁ, V., FERENCOVÁ, J. 2012. Občianske kompetencie ako súčasť školskej edukácie. In Edukácia človeka - problémy a výzvy pre 21. storočie. Prešov, 2012. ISBN 978-80-555-0825-2.

VRANAIOVÁ, K. 2014. Demokratické občianstvo v každodennej školskej praxi. Bratislava: Metodicko- pedagogické centrum, 2014. ISBN 978-80-565-0376-8.

Všeobecná deklarácia ľudských práv (1948), Európsky dohovor o ochrane ľudských práv a slobôd (1953), Dohovor o právach dieťaťa (1989), Ústava SR (1992).

**Languages necessary to complete the course:**

Slovak and Czech language

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

Total number of evaluated students: 245

A	ABS	B	C	D	E	FX
66,94	0,0	20,41	6,53	3,27	0,82	2,04

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

**Last change:** 21.09.2023

**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.KPEP/M-UPVex243/22	<b>Course title:</b> Civic education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of training activities Scope: 5 hours lecture + 5 hours seminar, total 10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Organisational form: combined (primarily distance learning) Student workload: 10 hours of direct instruction per semester, Preparation of an intermediate task (prepare and implement a lesson) 20 hours, Preparation of the final assignment (prepare a professional essay) 18 hours, self-study 12 hours, A total of 60 hours of student work per semester. Teaching methods: communication methods (discussion of the topic, guided discussion, interview, interpretation, exchange of views), cooperative methods (small group work), methods of working with the text (work with literature, shared reading, paired reading, written problem solving, brainstorming, brainwriting, dramatisation of the text, associative evocation of learning, concept maps, linking learning with practice, problem solving, application of theoretical knowledge to practical examples, simulation of practice, role-playing, presentation.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: Active participation in the class is required to pass the course. The course consists of an interim and a final assessment. The mid-term assessment includes an assignment that the student completes during the semester. The content of the assignment is to prepare and implement a lesson (50 points). The student has the task of independently preparing and delivering the lesson preparation and also of delivering the lesson in front of the teacher and the other participants of the course. The final assessment is a professional essay (50 points). Successful completion of the course is conditional on the completion of the midterm and final assessment tasks. The prerequisite for successful completion of the course is obtaining at least 60 points out of the maximum possible course grade.	

A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points.

The rating is awarded on a scale:

A (100-91%, excellent - outstanding results)

The student knows/manages/applies/analyzes/critically evaluates/creates.

The student receives stimuli, responds, appreciates values, and integrates values.

B (90-81%, very good - above average standard)

Student knows/manages/applies/analyzes, but critical thinking and creativity is borderline.

The student receives stimuli, responds and appreciates values, but the integration of values is borderline.

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

The student knows/learns but cannot apply to practice.

The student receives stimuli, responds and appreciates values.

D (72-66%, satisfactory - acceptable results)

The student can/learns to describe, interpret, explain in his/her own words

The student receives stimuli and responds.

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

The student knows/learns to the minimum required level

The student accepts suggestions.

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

The student must repeat the course in the next semester.

Specification of course completion conditions:

- 1. PREPARATION AND IMPLEMENTATION OF A TEACHING HOUR (50 points)
- 2. PROFESSIONAL ESSAY (50 points)

1. PREPARATION AND IMPLEMENTATION OF A TEACHING HOUR (50 points)

The student will develop, present and deliver the lesson. The preparation and implementation of the lesson is carried out in the form of pair work (the teacher divides the students into pairs). The pair of students chooses the level of education for which they will prepare the lesson (kindergarten, 1st grade of primary school, school children's club). They choose the age group (grade). The preparation and implementation of the lesson will depend on these parameters. The pair of students will choose the content of the lesson. The content of the lesson may be topics of the supporting disciplines from which the subject of citizenship education draws. These are, for example: philosophy, political science, ethics, sociology, aesthetics, religious studies, economics, law, ecology and others. Pairs of students choose one discipline and select a topic (problem) in that discipline. The topic (problem) is formulated and elaborated for the selected group of students/children. The topic (problem) must be applicable to pre-primary and primary education. The preparation of the lesson must respect the didactic principles of teaching (principle of awareness and activity, principle of illustration, principle of appropriateness, principle of systematicity, principle of scientificity, etc.). The preparation must correspond to the school law and the chosen national curriculum.

The written preparation must include:

1. The title of the lesson topic (must be clear, concise and precisely defined)
2. Key terms (related to the content of the topic, stated as nouns in the nominative singular or plural)
3. School/school educational placement, (level of education), year.
4. Educational objectives (general objective and specific objectives). Educational objectives are formulated in vague terms. Educational objectives must respect the taxonomies of objectives (cognitive, affective and psychomotor domains). Specific objectives should meet the requirements of: consistency, appropriateness, clarity, controllability, etc. Educational objectives can be defined by students through:
  - knowledge (which specific knowledge should the child/student know and be able to do?)

- skills/skills (which specific skills/skills should the child/ pupil acquire, learn?)
- competences (which specific key competences should the child/pupil develop?)
- values (which specific values should the child/pupil acquire? Which moral norms should the child/pupil acquire?)

- attitudes (which attitudes should the child/pupil apply in his/her actions?)

5. Educational methods. Students should mainly focus on activating educational methods when setting up their preparation.

6. Teaching aids and resources. Students will list the specific aids and resources that will be used in the lesson.

7. Description of the phases of the lesson/description of the methodological procedure

- description of phases (motivation, exposure, fixation, diagnosis)

- description of the input-process-output of the lesson

8. Attachments (pedagogical documentation, own didactic aids, etc.). The annexes may contain various didactic materials, photographs, notes, reflections, offset documents and other documentation.

9. Literature used. Students list the literature that was used in the preparation of the lesson. The list of literature used is given according to the citation standard ISO 690 and ISO 690-2.

The student uploads the lesson presentation via MS Teams, to the notebook for teaching subjects, to the bookmark called preparation and implementation of the lesson (or to Moodle Pdf. UK in the form of assignments).

## 2. PROFESSIONAL ESSAY (max. 50 points)

The student writes a professional essay. The professional essay is the freest unit of all professional texts. It is a critical reflection on an issue. It is subjective in nature, but follows the general rules of a scientific text: informative richness, correct reproduction and citation of sources, explicit logic of explanations, respect for facts. The student chooses one of the following topics:

A) Which civic issue do I find most pressing today?

B) Which civic virtues are lacking in people today?

C) Which civic competences should a person of today be equipped with?

Criteria for the evaluation of a professional essay: the text should be based on relevant professional literature and the sources of information should be cited according to the international ISO standard, at least three professional sources (monograph, proceedings, journal, etc.) must be cited and paraphrased in the text, the essay must have a logical structure and internal coherence, the essay should be free of spelling and stylistic errors. The length of the essay should be at least 3 standard pages (the title page and the list of references used are not included).

The student submits the professional essay via MS Teams, to the notebook for learning subjects, to the bookmark called professional essay (or to Moodle Pdf. UK in the form of assignments).

## Learning outcomes:

Learning outcomes:

After completing the course, the student understands the basic theoretical foundations of education for citizenship and is familiar with political and sociological ideas about civil society. The student understands the basic concepts of citizen, citizenship, freedom and democracy. Through the course, the student develops the values and attitudes necessary for a democratic society, and develops the skills and competences necessary for life in society. The student understands the role of the citizen and is aware of the rights, responsibilities and opportunities that this role provides. The student understands the civic principles of equality, fair treatment, freedom and social cohesion. Upon completion of the course, the student understands the importance of civic engagement and participation in the community. Through the course and its content, the student develops practical skills and competencies for the work of an educational staff member.

**Class syllabus:**

Brief outline of the course:

In the course, the student will become familiar with the following topics:

1. Schedule of classes, important information and how to finish.
2. Introduction. Definition of the terms: citizen, citizenship, freedom, democracy.
3. The development of democracy in Slovakia and Europe.
4. Civic Education. Shaping citizenship.
5. Civic competence, critical appraisal and analysis.
6. The role of the citizen (rights, responsibilities, opportunities)
7. Human rights and the rights of the child in domestic and foreign documents.
8. Political system of the Slovak Republic.
9. Constitution of the Slovak Republic.
10. Current issues of citizenship.
11. Conclusion/Evaluation.

**Recommended literature:**

Recommended reading:

LYSÝ, J. 2004. Úvod do politickej vedy. Bratislava: OZSP, 2004. ISBN 80-968927-8-9.

LYSÝ, J. 2008. Občianska spoločnosť. Bratislava: Právnická fakulta Univerzity Komenského, 2008. ISBN 978-80-7160-249-1.

MISTRÍK a kol. 2001. Občan a občianstvo. Veľký Biel: Pope Print, 2001. ISBN 80-96826-6-9.

POLLMANN, A, LOHMANN, G. 2017. Ľudské práva. Interdisciplinárna príručka. Bratislava: Kalligram, 2017. ISBN 978-80-8101-960-9.

ŠUŤÁKOVÁ, V., FERENCOVÁ, J. 2012. Občianske kompetencie ako súčasť školskej edukácie. In Edukácia človeka - problémy a výzvy pre 21. storočie. Prešov, 2012. ISBN 978-80-555-0825-2.

VRANAIOVÁ, K. 2014. Demokratické občianstvo v každodennej školskej praxi. Bratislava: Metodicko- pedagogické centrum, 2014. ISBN 978-80-565-0376-8.

Všeobecná deklarácia ľudských práv (1948), Európsky dohovor o ochrane ľudských práv a slobôd (1953), Dohovor o právach dieťaťa (1989), Ústava SR (1992).

**Languages necessary to complete the course:**

Slovak and Czech language

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

Total number of evaluated students: 245

A	ABS	B	C	D	E	FX
66,94	0,0	20,41	6,53	3,27	0,82	2,04

**Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex211/22	<b>Course title:</b> Communication in a foreign language, level B1, English
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10hours - seminar/10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Form: in-person, combined Student workload: Classes- direct teaching: 10h =10h; 12h -self-study; 10h - an analysis of literature and preparation for seminars;25 h - for presentation in PowerPoint; 10 h -translation from English professional text into Slovak language; 10 h - writing an essay and ABSTRACT in diploma thesis;5h- preparation for the final assessment. Total- 60h of student's work. Teaching methods: interview; discussion on the subject, brainstorming, work with text, questionstorming; quickstorming; consensus method, teaching based on real – life experience, solving tasks and assignments independently or in groups, problem solving, analysis and evaluation of classmates' partial outputs, methods of developing students' critical thinking and creativity.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: During the semester, the student prepares a PowerPoint presentation worth 25 points, an essay and an ABSTRACT for a diploma worth 25 points; a translation from a professional English text into the Slovak language worth 25 points; assignments on current and actual topics in the field of -primary education worth 25 points. In the final assessment A at least 91 points must be obtained, at least 81 points for B, at least 73 points for C, at least 66 points for D and at least 60 points for E. Credits will not be awarded to a student who fails to complete any out of the four required assignments. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - regular reliable work), D (72-66%, satisfactory - acceptable results) E (65-60%, fair - results meet the minimum criteria),	

Fx (59-0%, inadequate - additional work required)

The assessment conditions are as follows:

A (100-95%: excellent - outstanding results): the student systematically prepares for seminars, he/she presents and solves tasks, assignments and activities in a creative and original way, he/she can react promptly and spontaneously in the context of the discussed topic, he/she is initiate and brings his/her own experience and insights from the field of primary education, his/her professional communicative and written English are at an excellent level.

B (94-89%: very good, above average standard): the student prepares responsibly for seminars; he/she presents tasks, assignments and activities creatively, the student is able to react promptly and solve problems in the field of primary education, the student regularly takes initiative, his/her professional communicative and written English is of a very good standard, his/her performance is of good quality with minor shortcomings.

C (88- 73%, good - regular reliable work): the student presents tasks and activities at an average, i.e., good level, he/she is not always able to respond promptly during seminars and is not able to fully solve all types of problems in the field of -primary education, he/she does not take initiative himself/herself, his/her professional communicative and written English and communication style is at an average level.

D (79- 72%, satisfactory - acceptable results): the student presents tasks, assignments and activities at a satisfactory level, he/she is unable to respond on the pre-primary education issues being addressed, is quite inactive, takes the role of a passive observer, his/her professional communicative and written English is seriously deficient, memorisation prevails over creative and critical thinking.

E (71-60%, sufficient - results meet minimum criteria): the student presents assignments, tasks, and activities at a low level, he/she cannot react appropriately during seminars to the primary education issues addressed, he/she is not at all proactive and creative, the student is in the position of a passive recipient, his/her oral and written English language meets minimum requirements.

Fx (59-0%, Inadequate - extra work required: This grade is awarded if the student fails to present some assignments, tasks, and activities that would enable him/her to meet at least the minimum criteria for being awarded by a higher grade.

The evaluation also includes:

-Active participation in seminars conducted as full-time / distance / combined / hybrid form of teaching in accordance with the study regulations, absence of students is tolerated for medical reasons, which the student must prove with a medical record and for other justified reasons (funeral, wedding, judicial summons, etc.)

- Student 's activities and elaborating of partial assignments on given topics and their submission electronically at an agreed time.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim is to develop and consolidate students' basic language skills, to increase their linguistic competence in English, with a focus on professional terminology and academic skills in the field of primary education; to acquire professional terminology and a necessary level of communicative competence in professional communicative situations; to understand presentations and talks on professional topics in the field as well as authentic professional texts, to speak fluently on selected topics, to express their opinions in discussions and presentations as well as to react adequately and promptly in given professional situations. In written speech, students are able formulate ideas and opinions in order to solve problems while maintaining an appropriate style and structure of the text. At the same time, students are introduced to the specifics of language used in academic settings in both spoken language and in writing. In addition to language skills, students develop critical thinking, creative thinking, pro-social, and future-oriented thinking. As a part of the learning outcomes, students will acquire the ability to work with new information and

communication technologies and to develop digital literacy; the ability to work effectively with local and international databases providing a wide range of information and data on primary and elementary education. Students will be introduced to different types of professional texts and to the procedures needed for mastering this kind of texts. Students will be exposed to numerous opportunities for presenting and discussing issues in English. They will get the opportunity to discuss various current issues in the field of primary education in a friendly and open atmosphere. The students will use the acquired knowledge in writing their diploma theses, projects, seminar and semester papers, etc., completion of language certification as part of the evaluation of European universities, during student mobility and internships abroad, scientific and professional activities, participation in foreign and local professional events, building language readiness for the performance of a profession and employment in the global labour market.

### **Class syllabus:**

Course outcomes of subject (content):

Working with professional texts concerning primary education. Reading and listening with comprehension of professional English text. Writing abstracts and essays. Presentation skills in English. Developing of communicative competence in the English language. Acquisition of basic professional vocabulary – correct pronunciation of professional terms and primary principles of professional style. Methods and forms of work supporting the development of critical thinking and creativity and the use of digital technologies.

The content focus of the course is based on the profile of a graduate of the Master's degree programme in Primary School Teacher Training within the field of study Teaching and Educational Sciences. The range of topics, assignments, and essays is mainly focused on new challenges and perspectives in primary education in the 21st century and the current and actual issues related to the reform of primary education in Slovakia as introduced in the Innovated State Educational Programme for Primary Education.

As part of the PowerPoint presentation, the students present diploma theses projects focused on basic and cross-cutting topics in the field of primary education. The quality, professional substance of the processing, overall presentation and orientation in the field and the use of the adequate terminological apparatus in the English language, language and speech competence, creativity, originality, erudition in the given issue are evaluated in the subsequent discussion.

### **Recommended literature:**

Compulsory/Recommended readings:

CAMERON, L., McKay, P. 2014. Bringing creative teaching into the young learner classroom (5th Edition). Oxford University Press.

CREMIN, T., Arthur, J. 2018. Learning to Teach in the Primary school (4th Edition) Routledge. Press.

GAVORA, P., MAREŠ, J. 1998. (2. vydanie). Anglicko-slovenský pedagogický slovník/English-Slovak Educational Dictionary. Bratislava: IRIS.

READ, C. 2011. 500 Activities for the Primary Classroom (5th Edition) Macmillan Books for Teachers.

Monographs, professional articles, research studies from foreign journals and proceedings of scientific conferences, the Internet in the field of primary education published exclusively in English by authors from all over the world, including, for example, Oxford University Press-RESOURCE BOOKS FOR TEACHERS, Cambridge University Press, PEARSON, MacMillan, Springer Education.

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

English at minimum B1 (CEFR) level and the proficient Slovak need for translation of professional texts is required.

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	100,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex212/22	<b>Course title:</b> Communication in a foreign language, level B1, German
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organisational form 10 S seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10S (3 credits) for a full-time student: 2 x 5 hours of direct instruction = 10 hours; 12 hours of self-study, 20 hours of preparation for direct instruction and midterm test, 23 hours of preparation for final test. A total of 75 hours of student work. Teaching methods: motivational (motivational demonstration of the specifics of communication), expository (explanation of the characteristics of professional communication), fixation (practising professional communication in dialogues), diagnostic and classification, etc.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be one test during the semester for which 20 points may be earned, and 80 points may be earned on the final test. A total of 100 points. The final assessment will be in the form of a written test and an oral interview. A score of at least 91 points is required for an A grade, 81 points for a B grade, 71 points for a C grade, 61 points for a D grade and 51 points for an E grade. A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0) Verbal Evaluation: A-excellent performance, the student has communication skills in the field at an excellent level B-Excellent performance, student has communication skills in the area at an excellent level, makes minor errors. C-good performance, the student has communication skills in the area at a good level, makes minor errors occurring fairly frequently D-Satisfactory performance, the student has limited communication skills in the area E-Adequate performance, the student has very limited communication skills in the area.	
<b>Learning outcomes:</b>	

Learning outcomes/ Objectives and learning outcomes: Learning objectives and outcomes:  
 Learning objectives: to acquire communicative competence at B1 level.  
 Learning outcomes: the graduate of the course has communicative competence at B1+ level on the basis of selected topics and practice of relevant grammatical phenomena, including colloquial phrases and idiomatic expressions. The student will acquire the following transferable competences: communication skills and motivation and the ability to learn a foreign language in communicative situations. Skills: the student will be able to communicate at a given level. Competences: the student has competence in communicating in German in a variety of situations. Communicative competence in a foreign language is closely related to the graduate's profile.

**Class syllabus:**

Course outcomes of subject (content):

Up-to-date texts in the fields. Detailed vocabulary on topics such as dressing, food and its preparation, travel and geographical names, intercultural differences in English-speaking countries, housing, nature around us, people, relationships, doctor and medicine, shopping, employment, hobbies and future careers, science and culture.

**Recommended literature:**

Compulsory/Recommended readings:

Compulsory readings:

Up-to-date texts in the fields.

Recommended readings:

MIKULÁŠ, R. Fort Schritte Nemčina pre samoukov a kurzy. Bratislava: Príroda, 2012. ISBN 9788007019508.

GAJDOŠOVÁ, S., HROMADOVÁ, K. Ich +du =wir. 1. vyd. Bratislava: Iris, 2011. ISBN 978-80-89238-47-7.

SCHUMANN J. Mittelstufe.de: Band 1: Lehrwerk für Deutsch als Fremdsprache. 1. vyd. München: Goethe-Verlag, 2003. ISBN 3-932747-50-X.

**Languages necessary to complete the course:**

German language, Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** doc. PhDr. Ivica Kolečáni Lenčová, PhD., PaedDr. Peter Gergel, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex003/22	<b>Course title:</b> Communication literacy in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 5 hours of lecture and 5 hours seminar/semester, total 10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. scope: 2 x 5 hours of direct teaching = 10 hours, independent work (self-study) = 10 hours, proposal of writing activities in the preparatory period = 18 hours, proposal of a complete lesson in writing and reading = 28 hours, preparation for the final test = 22 hours. A total of 90 hours of student work. methods: lecture, discussion of the topic covered, application of theoretical knowledge to examples from practice, e-learning, solving problem tasks by students, evaluation and self-evaluation of written writing, - lecture (used when presenting each topic of the course), - discussion on the topic covered (during and after the lecture, a discussion related to the topic is held, but students are gradually expected to connect the related topics that have been discussed, which are characteristic when synthesizing the content of the subject), - application of theoretical knowledge on examples from practice (concrete methodological procedures will be incentives to search for possibilities of implementation in practice in the form of defined model situations), - e-learning (use of Moodle, preparation of the final test, insertion of processed outputs), - solving problem tasks by students (related mainly to the topic of assessment and self-assessment, top-down and bottom-up approaches, support for difficulties in writing and reading, where the student is expected to critically justify the validity of didactic decisions and procedures in student development), - evaluation and self-evaluation of written writing (creates a space to demonstrate not only the skill of recording written writing according to the model, but also allows the student to define evaluation criteria, the method of providing feedback, as well as creating an opportunity for self-evaluation, which the teacher should have for pupils in the elementary year when writing and reading create).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course ends with an assessment consisting of two mid-term assignments and a final test.	

A maximum of 60 points can be obtained for ongoing assignments - application outputs, which are part of the management of the student's subject portfolio. Application outputs will include:

- proposal of activities and didactic means for practicing the graphic element in the preparatory period of writing (maximum 20 points),
- lesson project - methodical procedure for deriving the selected sound/letter and syllable, with specific methods, with the creation of your own didactic aid - syllabary period of writing and reading (maximum 40 points).

A student can get a maximum of 40 points for completing the final test. The final test will verify the level of mastery of the subject content, professional terminology, linking the theoretical and application levels of teaching writing and reading in the elementary grade.

The rating is given on a scale:

A (100-93 points, excellent - excellent results) - the student masters the theory, understanding of theoretical starting points and their connections, applies an understanding of didactic and methodological procedures, can critically justify the presented approaches in teaching writing and reading,

B (92-85 points, very good - above average standard) - the student has mastered the theory, understanding of the theoretical starting points and their connections, there are minimal inaccuracies when justifying the application proposals in the teaching of writing and reading,

C (84-77 points, good - ordinary reliable work) - the student masters the theory, understanding of theoretical starting points, the lower level is manifested in the application of didactic and methodical procedures in the teaching of writing and reading, as well as during the discussion when solving problem tasks during the course of the seminar,

D (76-69 points, satisfactory - acceptable results) - the student does not fully master the theory, there are significant inaccuracies in the application of didactic decisions and methodological procedures in the teaching of writing and reading,

E (68-60 points, sufficient - the results meet the minimum criteria) - the student achieves a low level with significant inaccuracies in the knowledge and application of didactic and methodological procedures in the teaching of writing and reading.

Fx (59-0 points, insufficient - additional work is required) - the student's knowledge and skills are below the threshold of meeting the minimum criteria for awarding a successful assessment.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The main goal of the course is for the student to acquire the knowledge necessary for the development of students in the educational field of language and communication in the subject Slovak language and literature in the 1st year of elementary school. Knowledge and understanding of theoretical principles and their application in specific didactic contexts creates the assumption that the student will acquire skills and competences related to the design, implementation and reflection of the teaching of writing and reading as an essential part of developing the student's elementary literacy.

After completing the course, the student will acquire the following knowledge:

- knows the currently valid curriculum for primary education in the educational field of language and communication,
- knows the difference between auditory and visual approaches to reading development,
- will understand the specifics of teaching beginning writing and reading, which are linked to didactic decisions and methodological procedures that interact with individual periods of writing and reading practice,
- knows the teaching methods of developing writing and reading in the elementary grade,
- differentiates and can justify the choice of individual methods in supporting writing and reading,
- knows the techniques of diagnosis and assessment of reading and writing,



- knows the strategies of individualized support and a differentiated approach to a student with difficulties in writing and reading.

After completing the subject, the student will acquire the following skills:

- draws a hint picture of the letter,
- writes letter shapes according to the template,
- records the shape of the letter according to the procedure of the method when inferring an unknown letter,
- creates pictograms and simple pictures for self-assessment of writing and reading.

After completing the course, the student will acquire the following competencies, including transferable skills:

- can apply didactic and methodical procedures with the application of methods of teaching initial writing and reading,
- can evaluate own letter shapes and graphic elements according to the criteria of a sample font,
- can implement the methodical procedure of the selected method of writing and reading within the micro output,
- can reflect and critically evaluate his own and others' proposals for didactic procedures of the preparatory and syllabary period,
- can create and assess tasks or activities suitable for developing writing and reading,
- applies interpersonal competences,
- applies communication skills (can present proposals, discuss), reasoning in contexts (can synthesize subject content by connecting related topics).

### **Class syllabus:**

Course outcomes of subject (content):

- Aim, content and structuring of the subject Slovak language and literature in the 1st year of elementary school. Dimensions of the development of communication literacy in the 1st year of elementary school in relation to the curriculum.
- Pedagogical and psychological aspects of writing and reading. Factors influencing reading and writing. The level of pre-literacy of the pupil when entering the 1st year of elementary school. Diagnosing children's literacy skills when entering school. Psychogenetic theory of literacy development E. Ferreiro. Methodology of observation and assessment of children's early manifestations of literacy in the period of the beginnings of acquiring written language in the 1st year of elementary school according to M. M. Clay.
- Didactic basics of initial reading and writing. Psychological, hygienic and technical principles and requirements in the development of reading and writing. Didactic games to develop the prerequisites for writing and reading (focusing mainly on the development of vocabulary, phonemic awareness, auditory and visual perception, fine motor skills, attention, memory).
- Basic theories of reading and writing – phonological, whole-word and dual approach to reading. Literacy development from a bottom-up and top-down perspective. Current approaches to teaching initial writing and reading - global method, genetic method, phonetic analytical-synthetic method.
- Stages in teaching writing and reading. Preparatory period in writing and reading. The syllabary period in writing and reading. Writing and reading in the reading period.
- Methods in teaching writing and reading. Didactic resources - syllabary, reading book, template books, workbooks, reference pictures, folding alphabet, etc.
- Shape elements and characters of the written script. Continuous and non-continuous font. Qualitative and quantitative features of writing and reading.
- Phases of reading and writing practice according to the phonetic analytical-synthetic method. Derivation and practice of reading and writing sounds/letters, syllables, words using the phonetic analytical-synthetic method.

- Diagnosing, evaluating and self-assessing reading and writing. Description, transcription, dictation, auto-dictation. Evaluation and self-evaluation of written writing based on personal experience.
- Support for problems in writing and reading. Individualization and differentiation of the teaching of writing and reading in the elementary year of elementary school.

### Recommended literature:

Compulsory/Recommended readings:

Belásová, Ľ. (2010). Písmo a písanie - súčasť elementárnej gramotnosti. Prešov: PF PU.

Gavora, P., & Zápotočná, O. a kol. (2003). Gramotnosť. Vývin a možnosti jej didaktického usmerňovania. Bratislava: Univerzita Komenského. (selected parts of chapters)

Kožík Lehotayová, B. (2021). Rozvíjanie grafomotoriky v predškolskom veku. Bratislava: Univerzita Komenského v Bratislave. (selected chapter)

Kožík Lehotayová, B., & Osad'án, R. (2021). Možnosti podpory grafomotoriky z pohľadu učiteľa. In. Miňová, M., & Slováček, M. Výchova a vzdelávanie v materskej škole: otázky a odpovede. Prešov: Rokus. <http://omep.sk/wp-content/uploads/2021/12/Zborn%C3%ADk-DM%C5%A0-2021.pdf>

Kožík Lehotayová, B. (2022). Stratégie podpory v začiatočnom písaní. Ružomberok: VERBUM KU v Ružomberku. (selected chapter)

Lipnická, M., a kol. (2019). Rozvoj jazykovej a literárnej gramotnosti v predškolskej a elementárnej pedagogike [online] Banská Bystrica: Belianum. (selected parts of chapters)

Dostupné na: <https://www.pdf.umb.sk/katedry/katedra-elementarnej-a-predskolskej-pedagogiky/publikacie/book-19442/rozvoj-jazykovej-a-literarnej-gramotnosti-v-predskolskej-a-elementarnej-pedagogike-online-dokument.html>

ŠVP pre primárne vzdelávanie – 1. stupeň základnej školy [online]. Bratislava: ŠPÚ.

[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp\\_pv\\_2015.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_pv_2015.pdf)

Slovenský jazyk a literatúra 1. ročník.

[https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/sjl\\_pv\\_2014.pdf](https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/sjl_pv_2014.pdf)

### Languages necessary to complete the course:

Slovak language

### Notes:

### Past grade distribution

Total number of evaluated students: 253

A	ABS	B	C	D	E	FX
41,11	0,0	30,43	17,0	6,72	3,56	1,19

**Lecturers:** doc. PaedDr. Blanka Kožík Lehotayová, PhD., Mgr. Lenka Szentesiová, PhD., Mgr. Mária Halašková, PhD., doc. Mgr. Jaroslav Šrank, PhD.

**Last change:** 19.09.2023

**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.KPEP/M-UPVex003/22	<b>Course title:</b> Communication literacy in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 5 hours of lecture and 5 hours seminar/semester, total 10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. scope: 2 x 5 hours of direct teaching = 10 hours, independent work (self-study) = 10 hours, proposal of writing activities in the preparatory period = 18 hours, proposal of a complete lesson in writing and reading = 28 hours, preparation for the final test = 22 hours. A total of 90 hours of student work. methods: lecture, discussion of the topic covered, application of theoretical knowledge to examples from practice, e-learning, solving problem tasks by students, evaluation and self-evaluation of written writing, - lecture (used when presenting each topic of the course), - discussion on the topic covered (during and after the lecture, a discussion related to the topic is held, but students are gradually expected to connect the related topics that have been discussed, which are characteristic when synthesizing the content of the subject), - application of theoretical knowledge on examples from practice (concrete methodological procedures will be incentives to search for possibilities of implementation in practice in the form of defined model situations), - e-learning (use of Moodle, preparation of the final test, insertion of processed outputs), - solving problem tasks by students (related mainly to the topic of assessment and self-assessment, top-down and bottom-up approaches, support for difficulties in writing and reading, where the student is expected to critically justify the validity of didactic decisions and procedures in student development), - evaluation and self-evaluation of written writing (creates a space to demonstrate not only the skill of recording written writing according to the model, but also allows the student to define evaluation criteria, the method of providing feedback, as well as creating an opportunity for self-evaluation, which the teacher should have for pupils in the elementary year when writing and reading create).	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course ends with an assessment consisting of two mid-term assignments and a final test.	

A maximum of 60 points can be obtained for ongoing assignments - application outputs, which are part of the management of the student's subject portfolio. Application outputs will include:

- proposal of activities and didactic means for practicing the graphic element in the preparatory period of writing (maximum 20 points),
- lesson project - methodical procedure for deriving the selected sound/letter and syllable, with specific methods, with the creation of your own didactic aid - syllabary period of writing and reading (maximum 40 points).

A student can get a maximum of 40 points for completing the final test. The final test will verify the level of mastery of the subject content, professional terminology, linking the theoretical and application levels of teaching writing and reading in the elementary grade.

The rating is given on a scale:

A (100-93 points, excellent - excellent results) - the student masters the theory, understanding of theoretical starting points and their connections, applies an understanding of didactic and methodological procedures, can critically justify the presented approaches in teaching writing and reading,

B (92-85 points, very good - above average standard) - the student has mastered the theory, understanding of the theoretical starting points and their connections, there are minimal inaccuracies when justifying the application proposals in the teaching of writing and reading,

C (84-77 points, good - ordinary reliable work) - the student masters the theory, understanding of theoretical starting points, the lower level is manifested in the application of didactic and methodical procedures in the teaching of writing and reading, as well as during the discussion when solving problem tasks during the course of the seminar,

D (76-69 points, satisfactory - acceptable results) - the student does not fully master the theory, there are significant inaccuracies in the application of didactic decisions and methodological procedures in the teaching of writing and reading,

E (68-60 points, sufficient - the results meet the minimum criteria) - the student achieves a low level with significant inaccuracies in the knowledge and application of didactic and methodological procedures in the teaching of writing and reading.

Fx (59-0 points, insufficient - additional work is required) - the student's knowledge and skills are below the threshold of meeting the minimum criteria for awarding a successful assessment.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The main goal of the course is for the student to acquire the knowledge necessary for the development of students in the educational field of language and communication in the subject Slovak language and literature in the 1st year of elementary school. Knowledge and understanding of theoretical principles and their application in specific didactic contexts creates the assumption that the student will acquire skills and competences related to the design, implementation and reflection of the teaching of writing and reading as an essential part of developing the student's elementary literacy.

After completing the course, the student will acquire the following knowledge:

- knows the currently valid curriculum for primary education in the educational field of language and communication,
- knows the difference between auditory and visual approaches to reading development,
- will understand the specifics of teaching beginning writing and reading, which are linked to didactic decisions and methodological procedures that interact with individual periods of writing and reading practice,
- knows the teaching methods of developing writing and reading in the elementary grade,
- differentiates and can justify the choice of individual methods in supporting writing and reading,
- knows the techniques of diagnosis and assessment of reading and writing,

- knows the strategies of individualized support and a differentiated approach to a student with difficulties in writing and reading.

After completing the subject, the student will acquire the following skills:

- draws a hint picture of the letter,
- writes letter shapes according to the template,
- records the shape of the letter according to the procedure of the method when inferring an unknown letter,
- creates pictograms and simple pictures for self-assessment of writing and reading.

After completing the course, the student will acquire the following competencies, including transferable skills:

- can apply didactic and methodical procedures with the application of methods of teaching initial writing and reading,
- can evaluate own letter shapes and graphic elements according to the criteria of a sample font,
- can implement the methodical procedure of the selected method of writing and reading within the micro output,
- can reflect and critically evaluate his own and others' proposals for didactic procedures of the preparatory and syllabary period,
- can create and assess tasks or activities suitable for developing writing and reading,
- applies interpersonal competences,
- applies communication skills (can present proposals, discuss), reasoning in contexts (can synthesize subject content by connecting related topics).

### **Class syllabus:**

Course outcomes of subject (content):

- Aim, content and structuring of the subject Slovak language and literature in the 1st year of elementary school. Dimensions of the development of communication literacy in the 1st year of elementary school in relation to the curriculum.
- Pedagogical and psychological aspects of writing and reading. Factors influencing reading and writing. The level of pre-literacy of the pupil when entering the 1st year of elementary school. Diagnosing children's literacy skills when entering school. Psychogenetic theory of literacy development E. Ferreiro. Methodology of observation and assessment of children's early manifestations of literacy in the period of the beginnings of acquiring written language in the 1st year of elementary school according to M. M. Clay.
- Didactic basics of initial reading and writing. Psychological, hygienic and technical principles and requirements in the development of reading and writing. Didactic games to develop the prerequisites for writing and reading (focusing mainly on the development of vocabulary, phonemic awareness, auditory and visual perception, fine motor skills, attention, memory).
- Basic theories of reading and writing – phonological, whole-word and dual approach to reading. Literacy development from a bottom-up and top-down perspective. Current approaches to teaching initial writing and reading - global method, genetic method, phonetic analytical-synthetic method.
- Stages in teaching writing and reading. Preparatory period in writing and reading. The syllabary period in writing and reading. Writing and reading in the reading period.
- Methods in teaching writing and reading. Didactic resources - syllabary, reading book, template books, workbooks, reference pictures, folding alphabet, etc.
- Shape elements and characters of the written script. Continuous and non-continuous font. Qualitative and quantitative features of writing and reading.
- Phases of reading and writing practice according to the phonetic analytical-synthetic method. Derivation and practice of reading and writing sounds/letters, syllables, words using the phonetic analytical-synthetic method.

- Diagnosing, evaluating and self-assessing reading and writing. Description, transcription, dictation, auto-dictation. Evaluation and self-evaluation of written writing based on personal experience.
- Support for problems in writing and reading. Individualization and differentiation of the teaching of writing and reading in the elementary year of elementary school.

### **Recommended literature:**

Compulsory/Recommended readings:

Belásová, Ľ. (2010). Písmo a písanie - súčasť elementárnej gramotnosti. Prešov: PF PU.

Gavora, P., & Zápotočná, O. a kol. (2003). Gramotnosť. Vývin a možnosti jej didaktického usmerňovania. Bratislava: Univerzita Komenského. (selected parts of chapters)

Kožík Lehotayová, B. (2021). Rozvíjanie grafomotoriky v predškolskom veku. Bratislava: Univerzita Komenského v Bratislave. (selected chapter)

Kožík Lehotayová, B., & Osad'án, R. (2021). Možnosti podpory grafomotoriky z pohľadu učiteľa. In. Miňová, M., & Slovák, M. Výchova a vzdelávanie v materskej škole: otázky a odpovede. Prešov: Rokus. <http://omep.sk/wp-content/uploads/2021/12/Zborn%C3%ADk-DM%C5%A0-2021.pdf>

Kožík Lehotayová, B. (2022). Stratégie podpory v začiatočnom písaní. Ružomberok: VERBUM KU v Ružomberku. (selected chapter)

Lipnická, M., a kol. (2019). Rozvoj jazykovej a literárnej gramotnosti v predškolskej a elementárnej pedagogike [online] Banská Bystrica: Belianum. (selected parts of chapters)

Dostupné na: <https://www.pdf.umb.sk/katedry/katedra-elementarnej-a-predskolskej-pedagogiky/publikacie/book-19442/rozvoj-jazykovej-a-literarnej-gramotnosti-v-predskolskej-a-elementarnej-pedagogike-online-dokument.html>

ŠVP pre primárne vzdelávanie – 1. stupeň základnej školy [online]. Bratislava: ŠPÚ.

[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp\\_pv\\_2015.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_pv_2015.pdf)

Slovenský jazyk a literatúra 1. ročník.

[https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/sjl\\_pv\\_2014.pdf](https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/sjl_pv_2014.pdf)

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

Slovak language

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 253

A	ABS	B	C	D	E	FX
41,11	0,0	30,43	17,0	6,72	3,56	1,19

**Lecturers:** doc. PaedDr. Blanka Kožík Lehotayová, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Lenka Szentesiová, PhD., Mgr. Mária Halašková, PhD.

**Last change:** 19.09.2023

**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.KPEP/M-UPVex111/22	<b>Course title:</b> Comprehension reading
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 S seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct instruction = 10 hours; 12 hours of self-study, 15 hours of student preparation for the first midterm; 25 hours of student preparation for the second midterm; 28 hours of student preparation for the final test; Total 90 hours of student work. Teaching methods: the initial method is a lecture by the teacher, analysing the individual phenomena related to the process of reading and subsequently reading comprehension. The lecture is designed to gradually cover all the topics of the subject and at the same time to continuously develop students' communication and speaking skills and competences and, above all, to improve their ability to analyse the text and to create questions and assignments covering all levels of reading comprehension. Another central method is the method of analytical work with literary and educational texts, by analysis we mean identifying the structure of the text and suggesting ways of working with it didactically and communicating with pupils about it. During the analytical work, students analyse a wide range of texts, taking into account their accessibility, linguistic and internal conceptual structure, so that, in cooperation with the pupils, they can discover their communicative potential. Teaching is further underpinned by training in the development of different levels of reading comprehension, as this is a core competence of reading comprehension which (as the PIRLS test results show) needs to be continuously developed in both pupils and teachers. Practical training leads to a deeper awareness of the nature of understanding the difference between the content and meaning of a text and to the formulation of adequate questions that not only cover the first (memory or orientation) level of comprehension, but also point towards deeper, more complex and meaningful levels of comprehension. The students' discussion with the teacher and with each other in groups is also important, with particular emphasis on moments of misunderstanding of the text at different levels (language inaccessibility, complicated formulation of questions and assignments, or failure to take into account the cognitive abilities of a given group of learners. The last method used continuously is ICT work, which is mainly used to search for resources that are useful in the development of reading comprehension, textual and communicative literacy.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	

<b>Educational level:</b> II.
<b>Prerequisites:</b>
<p><b>Course requirements:</b></p> <p>Course completion requirements: The student will complete two interim assessments during the semester, each with a maximum of 30 points. In addition, the student will take a final test with a maximum of 40 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.</p> <p>The grade is awarded on a scale:</p> <p>A (100-91%, excellent - outstanding),  B (90-81%, very good - above average standard),  C (80-73%, good - normal reliable work),  D (72-66%, satisfactory - acceptable results),  E (65-60%, satisfactory - results meet minimum criteria),  Fx (59-0%, inadequate - extra work required)</p> <p>A-excellent performance, the student knows/mastered all the knowledge related to text comprehension, can apply it flawlessly also in various activities; B-excellent performance, the student can fully apply the strategies of text comprehension at all levels and in all types of texts, his/her work shows only minor deficiencies; C-average performance, the student's ability to develop students' understanding of the text is problematic, especially in the area of application of creative activities; D- the student is only able to reveal different levels of understanding of the text with great difficulty, he/she also shows great deficiencies in his/her knowledge of theory; E- the student's work meets only minimal criteria, his/her understanding of and work with the text is at a very low level; Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for him/her to retake the course.</p> <p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>By completing the course, the student will gain basic knowledge of the theory of reading and reading comprehension, the process of reading comprehension, its levels and strategies for its development. The course is devoted to analytical work with literary, educational and didactic (teaching) texts, develops students' communication skills and the ability to "bring" the text and its characteristics closer to pupils in primary education. Text comprehension is seen within the course as a graded mental process of decoding the text. The ability to work comprehensively with the text is considered crucial for students in primary education, also in view of the deteriorating results of Slovak pupils in various models of literacy testing (PIRLS). As part of the development of digital literacy and digital skills, students will learn the principles of working with text in an online environment. The student receives bonus points to the overall grade for activity in seminars and submits two interim assignments during the course.</p> <p>The first intermediate assignment works with strategies for inferring meaning for unfamiliar words (inference from context, morphological analysis, explanation of terminological terms, use of pictures and illustrations, search for Slovak equivalent). This task is chosen because the word is the basic component of comprehension and if it is not understood, it is not possible to progress to higher levels.</p> <p>The second intermediate task is based on the creation of tasks and assignments for one educational and one literary text. The tasks for the texts have to be didactically correct, appropriate and to cover all levels of comprehension. Great emphasis is placed on the correct formulation of questions and assignments.</p>



**Class syllabus:**

Course outcomes of subject (content):

1. Reading comprehension, reading literacy.

The first topic of the course defines the basic concepts that students work with throughout the semester: reading, cultural and literary literacy, reading as a process and an intellectual activity, its technical and semantic level. These concepts are then conceptually worked with and analyzed in various contexts.

2. Text, its basic characteristics, types of texts

The chapter clarifies the characteristics of the text as a sign structure, types and types of texts, clarifies the specifics of the teaching text, its functions and uses. Knowledge of text type is a key competence for subsequent analysis and development of understanding. Within both chapters, students' communicative and speaking competences are continuously developed.

3. Teaching text - characteristics, types and uses.

The chapter is devoted to the teaching text and its specifics - the analysis of its structure and the competences that through them guide and direct the student's learning. Attention is paid to the main text, supplementary information, the apparatus of independent learning, as well as the orientation apparatus of the teaching text. This chapter is particularly important for students' didactic practice, since the teaching text represents the basic type of text they will encounter in the educational environment.

4. Comprehension of the text - basic characteristics, levels of comprehension and their identification

In this chapter we clarify the context of text comprehension: the cognitive and neurological processes that make it happen, the processing of comprehension into visual schemas, and the way in which different structures, genres and types of texts are acquired. Students are also introduced to the different levels of textual comprehension and how to identify and apply them.

5. Strategies for inferring the meaning of unfamiliar words in a text

The next part of the course deals with word semantics, inferring the meaning of words of foreign origin, archaisms and bookish expressions that students may encounter. The student learns the different strategies of inferring the meaning of words, learns how to work with different kinds of synonymic dictionaries, learns the principle of semantic relatedness of words and how to communicate it to pupils.

6. Activities aimed at understanding the text before, during and after reading

As the title suggests, the chapter focuses on activities that can be carried out with pupils before reading the text to activate their attention and build on their previous knowledge of the topic, activities that can be included during the reading of the text, and finally after reading the text (questions, dialogue, group discussions, etc.). In all strategies, metacognitive processes and strategies are involved along with knowledge, through which the pupil himself is able to regulate the process of reception of the text.

7. Strategies for checking the comprehension of the text

The following chapter is devoted to strategies for verifying comprehension of a text, and these differ depending on whether the text is fiction or knowledge text. The chapter includes practicing faithful and free reproduction of the text, creating a knowledge outline, as well as strategies for creating excerpts, either in abbreviated or extended form. There is also the development of cross-curricular relationships in this topic, particularly the interconnectedness with style education and informational essay practice.

8. Working with illustration in reading comprehension

This chapter of the subject deals with the position of illustration in the overall comprehension of the text, which is in terms of adherence to the didactic principle of illustration. The topic deals with pictorial grammar, the different illustrative techniques, as well as the interaction of illustration

and text in processing in the child's perception. Students will also learn to apply different types of illustrations in the comprehension of the text (visual coding of the text).
9. Mental map and its function in text comprehension Mental map is one of the basic ways of graphically organizing a text and it is very beneficial especially in systematizing a narrative text. Its usefulness in summarizing knowledge is undeniable, the strategy of mental mapping in general is nowadays more and more widespread, it promotes logical organization of ideas and metacognitive work with reading strategies, therefore it will be given special attention in the course.
10. Innovative reading comprehension strategies A related theme of the course is the use of innovative text comprehension strategies and processes (brainstorming, brainwriting, creative writing, picture outline development, shared reading journal, and more). The use of innovative strategies promotes creativity and the ability to think creatively about text. Through innovative methods and approaches, the student is able to creatively approach the teaching of reading and working with text in general.
11. PIRLS testing: demonstration of model problems and their solutions. The last chapter of the course is devoted to an overview of the test tasks in the International Reading Literacy Study (PIRLS), the analysis of tasks related to both instructional and fiction texts.

#### **Recommended literature:**

Compulsory/Recommended readings:

ALABÁNOVÁ, M.: Reception and interpretation of a literary text. Nitra: UKF, 2015. ISBN 978-80-558-0776-8.

GAVORA, P. The pupil and the comprehension of the text. In KOLLÁRIKOVÁ Z.

Communication through written language. Bratislava: PDF UK, 1998. ISBN 80-88868-43-2.

GAVORA, P. et al. How to develop pupil's comprehension of text. Bratislava: Enigma, 2008. ISBN 8978-80-89132-57-7.

LIPTÁKOVÁ, L.: Educational model of developing text comprehension in primary education. University of Prešov: Prešov, 2013. ISBN 978-80-555-0980-8.

VÁRIOVÁ, B. A view of reading in terms of linguistic and cognitive processes. In Psychologia, 1999, vol. 37, č. 1.

HLEBOVÁ, B. Genres of children's literature in reading comprehension. A handbook for the teacher's assistant.

Prešov: Faculty of Education, University of Prešov, 2006. ISBN 80-8068-403-0.

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

Slovak language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 255

A	ABS	B	C	D	E	FX
28,63	0,0	23,53	24,31	12,94	7,45	3,14

**Lecturers:** Mgr. Lenka Szentesiová, PhD., doc. PaedDr. Blanka Kožík Lehotayová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex111/22	<b>Course title:</b> Comprehension reading
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 S seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct instruction = 10 hours; 12 hours of self-study, 15 hours of student preparation for the first midterm; 25 hours of student preparation for the second midterm; 28 hours of student preparation for the final test; Total 90 hours of student work. Teaching methods: the initial method is a lecture by the teacher, analysing the individual phenomena related to the process of reading and subsequently reading comprehension. The lecture is designed to gradually cover all the topics of the subject and at the same time to continuously develop students' communication and speaking skills and competences and, above all, to improve their ability to analyse the text and to create questions and assignments covering all levels of reading comprehension. Another central method is the method of analytical work with literary and educational texts, by analysis we mean identifying the structure of the text and suggesting ways of working with it didactically and communicating with pupils about it. During the analytical work, students analyse a wide range of texts, taking into account their accessibility, linguistic and internal conceptual structure, so that, in cooperation with the pupils, they can discover their communicative potential. Teaching is further underpinned by training in the development of different levels of reading comprehension, as this is a core competence of reading comprehension which (as the PIRLS test results show) needs to be continuously developed in both pupils and teachers. Practical training leads to a deeper awareness of the nature of understanding the difference between the content and meaning of a text and to the formulation of adequate questions that not only cover the first (memory or orientation) level of comprehension, but also point towards deeper, more complex and meaningful levels of comprehension. The students' discussion with the teacher and with each other in groups is also important, with particular emphasis on moments of misunderstanding of the text at different levels (language inaccessibility, complicated formulation of questions and assignments, or failure to take into account the cognitive abilities of a given group of learners. The last method used continuously is ICT work, which is mainly used to search for resources that are useful in the development of reading comprehension, textual and communicative literacy.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	

<b>Educational level:</b> II.
<b>Prerequisites:</b>
<p><b>Course requirements:</b></p> <p>Course completion requirements: The student will complete two interim assessments during the semester, each with a maximum of 30 points. In addition, the student will take a final test with a maximum of 40 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.</p> <p>The grade is awarded on a scale:</p> <p>A (100-91%, excellent - outstanding),  B (90-81%, very good - above average standard),  C (80-73%, good - normal reliable work),  D (72-66%, satisfactory - acceptable results),  E (65-60%, satisfactory - results meet minimum criteria),  Fx (59-0%, inadequate - extra work required)</p> <p>A-excellent performance, the student knows/mastered all the knowledge related to text comprehension, can apply it flawlessly also in various activities; B-excellent performance, the student can fully apply the strategies of text comprehension at all levels and in all types of texts, his/her work shows only minor deficiencies; C-average performance, the student's ability to develop students' understanding of the text is problematic, especially in the area of application of creative activities; D- the student is only able to reveal different levels of understanding of the text with great difficulty, he/she also shows great deficiencies in his/her knowledge of theory; E- the student's work meets only minimal criteria, his/her understanding of and work with the text is at a very low level; Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for him/her to retake the course.</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes/ Objectives and learning outcomes:</p> <p>By completing the course, the student will gain basic knowledge of the theory of reading and reading comprehension, the process of reading comprehension, its levels and strategies for its development. The course is devoted to analytical work with literary, educational and didactic (teaching) texts, develops students' communication skills and the ability to "bring" the text and its characteristics closer to pupils in primary education. Text comprehension is seen within the course as a graded mental process of decoding the text. The ability to work comprehensively with the text is considered crucial for students in primary education, also in view of the deteriorating results of Slovak pupils in various models of literacy testing (PIRLS). As part of the development of digital literacy and digital skills, students will learn the principles of working with text in an online environment. The student receives bonus points to the overall grade for activity in seminars and submits two interim assignments during the course.</p> <p>The first intermediate assignment works with strategies for inferring meaning for unfamiliar words (inference from context, morphological analysis, explanation of terminological terms, use of pictures and illustrations, search for Slovak equivalent). This task is chosen because the word is the basic component of comprehension and if it is not understood, it is not possible to progress to higher levels.</p> <p>The second intermediate task is based on the creation of tasks and assignments for one educational and one literary text. The tasks for the texts have to be didactically correct, appropriate and to cover all levels of comprehension. Great emphasis is placed on the correct formulation of questions and assignments.</p>

**Class syllabus:**

Course outcomes of subject (content):

1. Reading comprehension, reading literacy.

The first topic of the course defines the basic concepts that students work with throughout the semester: reading, cultural and literary literacy, reading as a process and an intellectual activity, its technical and semantic level. These concepts are then conceptually worked with and analyzed in various contexts.

2. Text, its basic characteristics, types of texts

The chapter clarifies the characteristics of the text as a sign structure, types and types of texts, clarifies the specifics of the teaching text, its functions and uses. Knowledge of text type is a key competence for subsequent analysis and development of understanding. Within both chapters, students' communicative and speaking competences are continuously developed.

3. Teaching text - characteristics, types and uses.

The chapter is devoted to the teaching text and its specifics - the analysis of its structure and the competences that through them guide and direct the student's learning. Attention is paid to the main text, supplementary information, the apparatus of independent learning, as well as the orientation apparatus of the teaching text. This chapter is particularly important for students' didactic practice, since the teaching text represents the basic type of text they will encounter in the educational environment.

4. Comprehension of the text - basic characteristics, levels of comprehension and their identification

In this chapter we clarify the context of text comprehension: the cognitive and neurological processes that make it happen, the processing of comprehension into visual schemas, and the way in which different structures, genres and types of texts are acquired. Students are also introduced to the different levels of textual comprehension and how to identify and apply them.

5. Strategies for inferring the meaning of unfamiliar words in a text

The next part of the course deals with word semantics, inferring the meaning of words of foreign origin, archaisms and bookish expressions that students may encounter. The student learns the different strategies of inferring the meaning of words, learns how to work with different kinds of synonymic dictionaries, learns the principle of semantic relatedness of words and how to communicate it to pupils.

6. Activities aimed at understanding the text before, during and after reading

As the title suggests, the chapter focuses on activities that can be carried out with pupils before reading the text to activate their attention and build on their previous knowledge of the topic, activities that can be included during the reading of the text, and finally after reading the text (questions, dialogue, group discussions, etc.). In all strategies, metacognitive processes and strategies are involved along with knowledge, through which the pupil himself is able to regulate the process of reception of the text.

7. Strategies for checking the comprehension of the text

The following chapter is devoted to strategies for verifying comprehension of a text, and these differ depending on whether the text is fiction or knowledge text. The chapter includes practicing faithful and free reproduction of the text, creating a knowledge outline, as well as strategies for creating excerpts, either in abbreviated or extended form. There is also the development of cross-curricular relationships in this topic, particularly the interconnectedness with style education and informational essay practice.

8. Working with illustration in reading comprehension

This chapter of the subject deals with the position of illustration in the overall comprehension of the text, which is in terms of adherence to the didactic principle of illustration. The topic deals with pictorial grammar, the different illustrative techniques, as well as the interaction of illustration

and text in processing in the child's perception. Students will also learn to apply different types of illustrations in the comprehension of the text (visual coding of the text).

**9. Mental map and its function in text comprehension**

Mental map is one of the basic ways of graphically organizing a text and it is very beneficial especially in systematizing a narrative text. Its usefulness in summarizing knowledge is undeniable, the strategy of mental mapping in general is nowadays more and more widespread, it promotes logical organization of ideas and metacognitive work with reading strategies, therefore it will be given special attention in the course.

**10. Innovative reading comprehension strategies**

A related theme of the course is the use of innovative text comprehension strategies and processes (brainstorming, brainwriting, creative writing, picture outline development, shared reading journal, and more). The use of innovative strategies promotes creativity and the ability to think creatively about text. Through innovative methods and approaches, the student is able to creatively approach the teaching of reading and working with text in general.

**11. PIRLS testing: demonstration of model problems and their solutions.**

The last chapter of the course is devoted to an overview of the test tasks in the International Reading Literacy Study (PIRLS), the analysis of tasks related to both instructional and fiction texts.

**Recommended literature:**

Compulsory/Recommended readings:

ALABÁNOVÁ, M.: Reception and interpretation of a literary text. Nitra: UKF, 2015. ISBN 978-80-558-0776-8.

GAVORA, P. The pupil and the comprehension of the text. In KOLLÁRIKOVÁ Z.

Communication through written language. Bratislava: PDF UK, 1998. ISBN 80-88868-43-2.

GAVORA, P. et al. How to develop pupil's comprehension of text. Bratislava: Enigma, 2008. ISBN 8978-80-89132-57-7.

LIPTÁKOVÁ, L.: Educational model of developing text comprehension in primary education. University of Prešov: Prešov, 2013. ISBN 978-80-555-0980-8.

VÁRIOVÁ, B. A view of reading in terms of linguistic and cognitive processes. In Psychologia, 1999, vol. 37, č. 1.

HLEBOVÁ, B. Genres of children's literature in reading comprehension. A handbook for the teacher's assistant.

Prešov: Faculty of Education, University of Prešov, 2006. ISBN 80-8068-403-0.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 255

A	ABS	B	C	D	E	FX
28,63	0,0	23,53	24,31	12,94	7,45	3,14

**Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex112/22	<b>Course title:</b> Creative writing
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form: (full-time): Scope, type/method of teaching and organizational form: Scope: 10S seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Organisational form: combined form (primarily full-time) Student workload: 2 x 5 hours of direct teaching = 10 hours; 12 hours = self-study, 22 hours of continuous preparation including study of literature; 8 hours preparation of semester activity; 8 hours preparation of the term paper. Total 60 hours of student work. Teaching methods: lecture, demonstration, discussion, work with text, project teaching, problem solving, group work, individual work, e-learning, individual self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Active participation in the class is required to pass the course. Assessment includes: - Continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed in creative writing in the educational process; - the implementation of a semester activity (30 points) consisting in the design and management of a specific creative writing technique, the participants of the seminar; - preparation of a term paper (30 points), which is a report on the semester activity, includes its theoretical and critical reflection and application to primary education. The course culminates in a grade resulting from an interim review of learning outcomes during the teaching portion of the semester of study (100/0).	

To pass the course, a minimum of 60 % of the marks must be obtained (at least 60 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (micro-assignments: less than 24 points; semester activity: less than 18 points; term paper: less than 18 points).

The grade is awarded on a scale:

A (100 - 91 %, excellent - outstanding): excellent performance:

The student has an excellent command of the theory of creative writing and its use in teaching Slovak language and literature at the primary level of education, can apply, adapt, innovate and design creative writing activities in teaching practice at an excellent level, can analyse and critically assess theoretical and professional knowledge, can solve individual tasks and assignments creatively and independently without mistakes, and can further his/her education independently.

B (90 - 81 %, very good - above average standard): very good performance: the student has a very good knowledge of the theory of creative writing and its use in the teaching of Slovak language and literature, can apply, adapt, innovate and design creative writing activities in teaching practice without major errors, has a partially critical attitude to the acquired knowledge, has the ability to independently solve individual tasks and assignments, can independently further his/her education.

C (80 - 73 %, good - normal reliable work): good performance: the student has good knowledge of the theory of creative writing and its use in teaching Slovak language and literature, can apply, adapt and innovate creative writing activities in teaching practice, can reliably apply the acquired knowledge in practice, reliably solves individual tasks and assignments, can reliably further their education.

D (72 - 66 %, satisfactory - acceptable results): satisfactory performance: the student satisfactorily understands the theory and didactic use of creative writing in the teaching of Slovak language and literature, can apply and adapt existing creative writing activities in teaching practice, satisfactorily applies the acquired knowledge in practice, can satisfactorily solve individual tasks and assignments, has acceptable skills for self-study.

E (65-60 %, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the theory and didactical use of creative writing in the teaching of Slovak language and literature, can apply existing creative writing activities in teaching practice, can explain the knowledge, but with significant errors, can solve individual tasks and assignments at a minimal level and with significant professional help, has minimal skills for self-study.

Fx (59 - 0 %, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of the theory and practice of creative writing in the teaching of Slovak language and literature, cannot apply it to the design of creative writing activities in classroom practice, has insufficient understanding of the knowledge, cannot solve individual tasks and assignments, cannot self-study further.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will gain basic knowledge about creative writing as a strategy for creative teaching of the subject Slovak language and literature in primary education. He/she will acquire knowledge about the history and different concepts of creative writing, gain knowledge about strategies that develop creativity, learn about the peculiarities of the organisation of creative writing in school conditions and the specifics of the pupil-teacher relationship in creative writing, acquire knowledge about tools for evaluating creative writing in terms of its effectiveness. The student will acquire the skills necessary to design, implement, and evaluate creative writing techniques in educational practice. The student will learn how to use creative writing effectively in the teaching of the subject



Slovak language and literature as a means of developing the personality of the child of younger school age and his/her communicative competence, as a tool for mastering the curriculum in the individual components of the subject Slovak language and literature, and as an integrative means of promoting intra-, inter- and inter-subject relationships.

The course is mainly application-oriented to the training of designing, implementing, managing and evaluating creative writing techniques as a means of educational activity. While practicing them, the student will consolidate and develop skills in the use and creation of methodological materials, didactic aids and digital technologies. The student will develop the ability to create a stimulating and respectful learning environment. In solving project tasks, the student will also consolidate and develop a number of transferable skills such as creativity, communication and organisational skills, thinking in context, abstract and critical thinking.

### **Class syllabus:**

Course outcomes of subject (content):

Different traditions and forms of creative writing.

The student will explore the various traditions of creative writing in diachronic sequence and internationally with a focus on integrating creative writing into educational systems. The student will gain knowledge about the institutionalization of creative writing in Slovakia. The student will be able to differentiate between product-oriented and process-oriented approaches within the various articulations of creative writing. Can apply both approaches to a selected creative writing technique.

2. Creativity, creative thinking and creative teaching. Creative writing as a creative teaching strategy.

The student will understand the grounding of creative writing in creativity as a psychological category and understand the relationship of creative writing to creative teaching. The student will understand the transformation of the phases of the creative process into the phases of creative writing as a didactic activity and be able to apply it. Understands the specific functions and goals of creative writing in school. Can implement selected associative creative writing techniques aimed at meeting didactic objectives.

3. Creative writing in the educational process with a focus on the subject of Slovak language and literature in primary education.

The student will understand the specifics of creative writing in the subject of Slovak language and literature in primary education. The student will master the concept of creative writing as a creative workshop based on creative etudes. At an appropriate level, the student will be able to design a creative etude in creative writing. Can implement selected techniques of playful creative writing aimed at meeting didactic objectives.

4. Organization of creative writing in school settings.

The student understands the conditions of implementation of creative writing in the educational process with regard to the basic educational documents (state educational program, content and performance educational standards, etc.). The student is able to assess effective organisational forms, teaching methods and aids in the didactic use of creative writing. Can implement selected techniques of structured creative writing aimed at meeting didactic objectives.

5. Functions of creative writing in the educational process. Creative writing and the development of pupils' competences.

The student will understand the specific features of the application of creative writing in the educational process in primary education, with an emphasis on creative writing as a means of developing the whole range of pupils' competences (cross-curricular, subject-specific). Can implement selected literary creative writing techniques aimed at meeting didactic objectives. Can design appropriate motivational and expository practices in creative writing.

6. Student and teacher as participant and tutor in creative writing.

<p>The student will recognize the typology of creative writing participants and its use in school practice. The student will learn the demands of the teacher's role as a creative writing tutor and the demands on the teacher's skills. The student will be able to design appropriate fixation and presentation practices in creative writing.</p> <p>Knows how to remove blockages in creative writing.</p> <p>7. Specifics of assessment in creative writing.</p> <p>The student will understand the specifics of diagnostic assessment in creative writing. The student learns the principles of appropriate assessment in product-oriented and process-oriented workshops and understands the role of workshops in developing the assessment skills of creative writing participants. Can undertake critical self-reflection of a completed creative writing activity.</p> <p>8. Creative writing as a means of developing the personality of the young school-age child.</p> <p>The student will learn to effectively design and implement creative writing techniques aimed at developing the personality of the young school-age child. The student will be able to appropriately relate creative writing techniques to didactic goals. The student will be able to distinguish organizational forms, teaching methods, and aids appropriate to creative writing aimed at personal development.</p> <p>9. Creative writing as a means of developing communicative competence.</p> <p>The student will learn to effectively design and implement creative writing techniques aimed at developing the communicative competence of the young school-age child. The student will be able to appropriately relate creative writing techniques to didactic goals. Can distinguish between organisational forms, teaching methods and teaching aids appropriate to creative writing aimed at developing communication.</p> <p>10. Creative writing as an integrative means of fostering intra- and inter-textual relationships.</p> <p>The student will learn how to effectively design and implement creative writing techniques that support the integration of knowledge and skills within and across the components of the Slovak language and literature course. The student will be able to make appropriate connections between creative writing techniques and didactic goals. Can distinguish between organisational forms, teaching methods and teaching aids appropriate to creative writing aimed at linking knowledge and skills within the subject.</p> <p>11. Creative writing as an integrative means of fostering cross-curricular relationships.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>Required reading:</p> <ul style="list-style-type: none"> <li>- Eliašová, V. (2017). Creative writing and possibilities of its use in the educational process. Bratislava. ISBN 978-80-223-3079-4.</li> <li>- Klimovič, M. (2009). Creative writing in primary school. Prešov: Faculty of Education, University of Prešov. ISBN 978-80-8068-982-7.</li> </ul> <p>Recommended reading:</p> <ul style="list-style-type: none"> <li>- Eliašová, V., Kočanová, M., Lacko, I. (2007). On the trail of words. Bratislava: State Pedagogical Institute. ISBN 978-80-89225-35-4. Available at: <a href="https://www.yumpu.com/xx/document/view/34886824/na-stope-slovam-a-tatny-pedagogicka-1-2-astav/2">https://www.yumpu.com/xx/document/view/34886824/na-stope-slovam-a-tatny-pedagogicka-1-2-astav/2</a>.</li> </ul>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language</p>
<p><b>Notes:</b></p>

<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. Mgr. Jaroslav Šrank, PhD.						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex112/22	<b>Course title:</b> Creative writing
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form: (full-time): Scope, type/method of teaching and organizational form: Scope: 10S seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Organisational form: combined form (primarily full-time) Student workload: 2 x 5 hours of direct teaching = 10 hours; 12 hours = self-study, 22 hours of continuous preparation including study of literature; 8 hours preparation of semester activity; 8 hours preparation of the term paper. Total 60 hours of student work. Teaching methods: lecture, demonstration, discussion, work with text, project teaching, problem solving, group work, individual work, e-learning, individual self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Active participation in the class is required to pass the course. Assessment includes: - Continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed in creative writing in the educational process; - the implementation of a semester activity (30 points) consisting in the design and management of a specific creative writing technique, the participants of the seminar; - preparation of a term paper (30 points), which is a report on the semester activity, includes its theoretical and critical reflection and application to primary education. The course culminates in a grade resulting from an interim review of learning outcomes during the teaching portion of the semester of study (100/0).	

To pass the course, a minimum of 60 % of the marks must be obtained (at least 60 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (micro-assignments: less than 24 points; semester activity: less than 18 points; term paper: less than 18 points).

The grade is awarded on a scale:

A (100 - 91 %, excellent - outstanding): excellent performance:

The student has an excellent command of the theory of creative writing and its use in teaching Slovak language and literature at the primary level of education, can apply, adapt, innovate and design creative writing activities in teaching practice at an excellent level, can analyse and critically assess theoretical and professional knowledge, can solve individual tasks and assignments creatively and independently without mistakes, and can further his/her education independently.

B (90 - 81 %, very good - above average standard): very good performance: the student has a very good knowledge of the theory of creative writing and its use in the teaching of Slovak language and literature, can apply, adapt, innovate and design creative writing activities in teaching practice without major errors, has a partially critical attitude to the acquired knowledge, has the ability to independently solve individual tasks and assignments, can independently further his/her education.

C (80 - 73 %, good - normal reliable work): good performance: the student has good knowledge of the theory of creative writing and its use in teaching Slovak language and literature, can apply, adapt and innovate creative writing activities in teaching practice, can reliably apply the acquired knowledge in practice, reliably solves individual tasks and assignments, can reliably further their education.

D (72 - 66 %, satisfactory - acceptable results): satisfactory performance: the student satisfactorily understands the theory and didactic use of creative writing in the teaching of Slovak language and literature, can apply and adapt existing creative writing activities in teaching practice, satisfactorily applies the acquired knowledge in practice, can satisfactorily solve individual tasks and assignments, has acceptable skills for self-study.

E (65-60 %, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the theory and didactical use of creative writing in the teaching of Slovak language and literature, can apply existing creative writing activities in teaching practice, can explain the knowledge, but with significant errors, can solve individual tasks and assignments at a minimal level and with significant professional help, has minimal skills for self-study.

Fx (59 - 0 %, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of the theory and practice of creative writing in the teaching of Slovak language and literature, cannot apply it to the design of creative writing activities in classroom practice, has insufficient understanding of the knowledge, cannot solve individual tasks and assignments, cannot self-study further.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will gain basic knowledge about creative writing as a strategy for creative teaching of the subject Slovak language and literature in primary education. He/she will acquire knowledge about the history and different concepts of creative writing, gain knowledge about strategies that develop creativity, learn about the peculiarities of the organisation of creative writing in school conditions and the specifics of the pupil-teacher relationship in creative writing, acquire knowledge about tools for evaluating creative writing in terms of its effectiveness. The student will acquire the skills necessary to design, implement, and evaluate creative writing techniques in educational practice. The student will learn how to use creative writing effectively in the teaching of the subject

Slovak language and literature as a means of developing the personality of the child of younger school age and his/her communicative competence, as a tool for mastering the curriculum in the individual components of the subject Slovak language and literature, and as an integrative means of promoting intra-, inter- and inter-subject relationships.

The course is mainly application-oriented to the training of designing, implementing, managing and evaluating creative writing techniques as a means of educational activity. While practicing them, the student will consolidate and develop skills in the use and creation of methodological materials, didactic aids and digital technologies. The student will develop the ability to create a stimulating and respectful learning environment. In solving project tasks, the student will also consolidate and develop a number of transferable skills such as creativity, communication and organisational skills, thinking in context, abstract and critical thinking.

### **Class syllabus:**

Course outcomes of subject (content):

Different traditions and forms of creative writing.

The student will explore the various traditions of creative writing in diachronic sequence and internationally with a focus on integrating creative writing into educational systems. The student will gain knowledge about the institutionalization of creative writing in Slovakia. The student will be able to differentiate between product-oriented and process-oriented approaches within the various articulations of creative writing. Can apply both approaches to a selected creative writing technique.

2. Creativity, creative thinking and creative teaching. Creative writing as a creative teaching strategy.

The student will understand the grounding of creative writing in creativity as a psychological category and understand the relationship of creative writing to creative teaching. The student will understand the transformation of the phases of the creative process into the phases of creative writing as a didactic activity and be able to apply it. Understands the specific functions and goals of creative writing in school. Can implement selected associative creative writing techniques aimed at meeting didactic objectives.

3. Creative writing in the educational process with a focus on the subject of Slovak language and literature in primary education.

The student will understand the specifics of creative writing in the subject of Slovak language and literature in primary education. The student will master the concept of creative writing as a creative workshop based on creative etudes. At an appropriate level, the student will be able to design a creative etude in creative writing. Can implement selected techniques of playful creative writing aimed at meeting didactic objectives.

4. Organization of creative writing in school settings.

The student understands the conditions of implementation of creative writing in the educational process with regard to the basic educational documents (state educational program, content and performance educational standards, etc.). The student is able to assess effective organisational forms, teaching methods and aids in the didactic use of creative writing. Can implement selected techniques of structured creative writing aimed at meeting didactic objectives.

5. Functions of creative writing in the educational process. Creative writing and the development of pupils' competences.

The student will understand the specific features of the application of creative writing in the educational process in primary education, with an emphasis on creative writing as a means of developing the whole range of pupils' competences (cross-curricular, subject-specific). Can implement selected literary creative writing techniques aimed at meeting didactic objectives. Can design appropriate motivational and expository practices in creative writing.

6. Student and teacher as participant and tutor in creative writing.

<p>The student will recognize the typology of creative writing participants and its use in school practice. The student will learn the demands of the teacher's role as a creative writing tutor and the demands on the teacher's skills. The student will be able to design appropriate fixation and presentation practices in creative writing.</p> <p>Knows how to remove blockages in creative writing.</p> <p>7. Specifics of assessment in creative writing.</p> <p>The student will understand the specifics of diagnostic assessment in creative writing. The student learns the principles of appropriate assessment in product-oriented and process-oriented workshops and understands the role of workshops in developing the assessment skills of creative writing participants. Can undertake critical self-reflection of a completed creative writing activity.</p> <p>8. Creative writing as a means of developing the personality of the young school-age child.</p> <p>The student will learn to effectively design and implement creative writing techniques aimed at developing the personality of the young school-age child. The student will be able to appropriately relate creative writing techniques to didactic goals. The student will be able to distinguish organizational forms, teaching methods, and aids appropriate to creative writing aimed at personal development.</p> <p>9. Creative writing as a means of developing communicative competence.</p> <p>The student will learn to effectively design and implement creative writing techniques aimed at developing the communicative competence of the young school-age child. The student will be able to appropriately relate creative writing techniques to didactic goals. Can distinguish between organisational forms, teaching methods and teaching aids appropriate to creative writing aimed at developing communication.</p> <p>10. Creative writing as an integrative means of fostering intra- and inter-textual relationships.</p> <p>The student will learn how to effectively design and implement creative writing techniques that support the integration of knowledge and skills within and across the components of the Slovak language and literature course. The student will be able to make appropriate connections between creative writing techniques and didactic goals. Can distinguish between organisational forms, teaching methods and teaching aids appropriate to creative writing aimed at linking knowledge and skills within the subject.</p> <p>11. Creative writing as an integrative means of fostering cross-curricular relationships.</p>
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>Required reading:</p> <ul style="list-style-type: none"> <li>- Eliašová, V. (2017). Creative writing and possibilities of its use in the educational process. Bratislava. ISBN 978-80-223-3079-4.</li> <li>- Klimovič, M. (2009). Creative writing in primary school. Prešov: Faculty of Education, University of Prešov. ISBN 978-80-8068-982-7.</li> </ul> <p>Recommended reading:</p> <ul style="list-style-type: none"> <li>- Eliašová, V., Kočanová, M., Lacko, I. (2007). On the trail of words. Bratislava: State Pedagogical Institute. ISBN 978-80-89225-35-4. Available at: <a href="https://www.yumpu.com/xx/document/view/34886824/na-stope-slovam-a-tatny-pedagogicka-1-2-astav/2">https://www.yumpu.com/xx/document/view/34886824/na-stope-slovam-a-tatny-pedagogicka-1-2-astav/2</a>.</li> </ul>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language</p>
<p><b>Notes:</b></p>

<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. Mgr. Jaroslav Šrank, PhD.						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVšt404/22	<b>Course title:</b> Didactics of Slovak language and literature
<b>Number of credits:</b> 4	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Oral examination</p> <p>Assessment:</p> <p>A</p> <p>The student knows the methods of teaching Slovak language and literature in primary education and is able to use them creatively, especially for: the introduction and teaching of reading and writing in the first year, methods of working with the syllabus as a basic and first textbook with which the pupil comes into contact, teaching nouns, adjectives and verbs and their respective grammatical categories. The principles of teaching non-flexible word types are mastered. Knows how to choose appropriate methods for teaching spelling phenomena: writing i/y after both consonants, writing the 'ä', capitalising nouns and the beginning of sentences. They also know the basic diacritical and punctuation marks and can justify their use. Can choose appropriate methods and didactic principles for the assignment of different types of language tasks, especially dictation. Knows and can make appropriate use of and demonstrate in practical examples various types of lexical relations: synonymy, antonymy, polysemy, working with phraseological units and word formation. Knows different methods of developing and introducing syntactic relations: the difference between a bare and a developed sentence, knows how to work with the modality of a sentence in relation to its communicative intention. Knows the didactic methods of clarifying suprasegmental and segmental phenomena. Knows how to divide vowels into vowels, consonants and diphthongs, knows the distinctive function of vowel quantity. Knows the principles of syllabic composition. Knows the didactic principles of teaching style education, individual stylistic practices and formations. Knows the principles of the syllabic procedure, the difference between a pictorial and a written syllabus. Knows the methods of literary education, the principles of didactic interpretation of the text in primary education. Knows the differences between different literary types and genres, can give concrete examples of literary works in poetry, prose and drama. In all of these areas, he/she can functionally apply cross-curricular relationships and justify the use of modern technologies in education.</p> <p>B</p> <p>The student knows the methods of teaching Slovak language and literature in primary education and is able to use them creatively, especially for: the introduction and teaching of reading and writing in the first year, the methods of working with the syllabus as the basic and first textbook with which the pupil comes into contact, the teaching of nouns, adjectives and verbs and their respective grammatical categories. It also knows the didactic principles of teaching inflexible word types. Can choose appropriate methods for teaching spelling phenomena: writing i/y after both consonants, writing the 'ä', capitalising nouns and the beginning of sentences. They also know the basic diacritical and punctuation marks and can justify their use. Can choose appropriate methods and didactic principles for the assignment of different types of language tasks, especially dictation. Knows and can make appropriate use of and demonstrate in practical examples various</p>	

types of lexical relations: synonymy, antonymy, working with phraseological units. Knows at least two methods of developing and introducing syntactic relations: the difference between a bare and a developed sentence, and can work with the modality of a sentence in relation to its communicative intention. Knows at least one didactic method of clarifying suprasegmental and segmental phenomena. Knows how to divide vowels into vowels, consonants and diphthongs. Knows how to make use of pupils' practical experience. Knows the principles of syllabic composition. Can give at least one example of a given style. Knows the principles of the syllabic progression, the difference between a pictorial and a written syllabic outline. Knows the methods of literary education. Knows the differences between different literary types and genres, can give concrete examples of literary works in poetry and prose. Can functionally apply cross-curricular relationships in all the above areas and justify the use of modern technologies in education.

C

The student knows the methods of teaching Slovak language and literature in primary education and is able to use them creatively, especially for: introducing and teaching reading in the first year, methods of working with the syllabus, teaching nouns, adjectives and verbs and their respective grammatical categories. They can choose appropriate methods for teaching spelling phenomena: writing i/y after both consonants, writing the letter 'ä', writing capital letters for nouns. They also know the basic diacritical and punctuation marks and can justify their use. Can choose appropriate methods and didactic principles for the assignment of language tasks of various types, especially dictation. Knows at least one didactic game with a linguistic focus. Knows and can make appropriate use of and demonstrate in practical examples different types of lexical relations: synonymy, antonymy, working with phraseological units. Knows at least two methods of developing and introducing syntactic relations: can work with the modality of a sentence in relation to its communicative intention. Knows at least one didactic method of clarifying suprasegmental and segmental phenomena. Knows how to divide vowels into vowels, consonants and diphthongs. Knows how to make use of pupils' practical experience. Knows the principles of syllabic composition. Can give at least one example of a given stylistic progression. Knows the principles of the syllabic progression, the difference between a pictorial and a written syllabic outline. Knows the methods of literary education. Knows the differences between different literary genres, can give concrete examples of literary works in poetry and prose. In all of the above areas, he/she can functionally apply cross-curricular relationships and justify the use of modern technologies in education.

D more than 66% and less than 74%

The student knows the methods of teaching Slovak language and literature in primary education and knows how to use them, especially for: teaching reading in the first year, methods of working with the syllabus, teaching the basics of word types. It can choose appropriate methods for teaching spelling phenomena: writing i/y after both consonants, writing capital letters for nouns. Knows at least one didactic game with a linguistic focus. Knows the basic types of lexical relations: synonymy, antonymy. Knows how to work with the modality of a sentence in relation to its communicative intention. Knows how to divide vowels into vowels, consonants and diphthongs. Can make use of pupils' practical experience. Knows the principles of syllabic composition. Knows the principles of syllable formation. Knows the methods of literary education. Knows the differences between different literary genres and can give specific examples of literary works in poetry and prose.

E more than 60 % and less than 66 %

The student knows at least one method of teaching the Slovak language for a specific subject, in particular: teaching reading in the first year, teaching the basics of word types. The student knows the basic methods of teaching spelling, lexical and syntactic phenomena. Knows at least one didactic game with a language focus. Knows the principles of the syllabic process. Knows the methods of

literary education. Knows the differences between different literary genres and can give concrete examples of literary works in poetry and prose. Can explain the importance of cross-curricular relationships in language teaching.

An Fx will be given if the student fails to meet even the minimum requirements.

### **Learning outcomes:**

Learning objectives:

To prepare the student for the teaching of Slovak language and literature at the primary level of education, to check whether he/she knows the methods of teaching the Slovak language in primary education, in particular: methods of teaching the sound, morphological, spelling, lexical and syntactic level of the language. To check whether he/she can demonstrate the different methods of teaching language, literature and style both descriptively and creatively. To check the didactic appropriateness of the tasks given to pupils, taking into account their cognitive abilities and the curriculum requirements in each year group. To check that pupils are able to solve spelling problems and tasks and that they are sufficiently explained to them.

Learning outcomes

Knowledge: definitions of basic linguistic and literary concepts, relationships between concepts, operations and laws of systemic understanding of language and flexion. Basic knowledge of the different levels of language, the curriculum of language and literature education in each grade.

Skills.

Competences: Evaluate different teaching methods and procedures, use analogies and differences of procedures in different topics, take responsibility for own decisions.

### **Class syllabus:**

The content of the course is linked to the mathematical subjects in the curriculum, while knowledge from lower levels of education is also assumed.

- Literacy and its basic definition, pre-literacy, linguistic and literary literacy, methods of its development, functional and cultural literacy,
- methods of didactics of reading in the first year of primary education, in all three periods of its training and improvement, methods of didactics of writing, the syllabary and its use, methods of working with the syllabary, analytical and analytical-synthetic methods of didactics of reading,
- methods of teaching nouns, the distinction between common and proper nouns and the principles of acquiring their grammatical categories (the category of gender, the principles of illustration and the procedures for working with illustrative material when teaching nouns, demonstrations, including the use of modern technologies,
- the didactic principles of teaching adjectives, with emphasis on their descriptive function, the grammatical categories of nouns (gender, number, case, or the category of correspondence), the choice of appropriate methods for teaching nouns,
- characteristics and methods of teaching verbs and didactic principles of their teaching in primary education, the active and dynamic function of verbs, grammatical categories of verbs (person, number, tense, manner),
- methods of teaching non-movable word types: adverbs, conjunctions, prepositions, particles and quotation marks, the spatiotemporal function of prepositions, the division of conjunctions, the function of adverbs in determining sentence structure, practical examples of individual word types in a sentence,
- methods and didactic principles of teaching spelling phenomena, writing i/y after both consonants, writing capital letters, principles of writing the broad ä, mnemonic devices and factors facilitating the acquisition of spelling phenomena,
- classification, formulation and application of language tasks in the classroom, differentiation of different types of language tasks according to their function and according to language

<p>planes, dictation and its specific function, different types of dictation, didactic principles of their assignment, practical examples of tasks,</p> <ul style="list-style-type: none"> <li>- methods and principles of teaching syntax, communicative intention of the speaker, punctuation marks and sentence melody, bare and expanded sentences, conjunctions, linking syntactic knowledge with style education, modality of the sentence, sentence structure, practical examples and types of tasks,</li> <li>- types of vocabulary development tasks, lexeme and word semantics, synonyms, antonyms, polysemantic units, phraseological units, word formation and its role in the development of the pupil's lexicon, demonstration of different types of symptomatic lexemes,</li> <li>- methods and procedures for teaching segmental and suprasegmental phenomena, the relationship between the vowel and the letter, the division of vowels according to sonority, sonority assimilation, accent, stress, melody and rhythm of speech,</li> <li>- methods and procedures of teaching style education, style procedures (narrative, descriptive, informative, expository), their characteristics and structure, phases of style activity, picture and written outline, concept, pure writing, evaluation of students' style products,</li> <li>- methods of teaching literary education, technical reading, reading comprehension and its principles, PIRLS testing, didactic interpretation of the text and its limits, literary types and genres (author's, folk tale, fable, children's social prose, nursery rhyme, poem, folklore and its formations), samples of works</li> </ul>
<b>State exam syllabus:</b>
<p><b>Recommended literature:</b></p> <p>GAVORA, P. 1999. Ako rozvíjať porozumenie textu u žiaka. Bratislava: Enigma. ISBN 978-80-891-3257-7.</p> <p>OBERT, O. 2001. Detská literatúra a čitateľský rozvoj dieťaťa. Nitra: Aspekt 2001. ISBN 80-88894-07-7.</p> <p>PUPALA, B., ZÁPOTOČNÁ, O. 2001. Vzdelávanie ako formovanie kultúrnej gramotnosti. In KOLLÁRIKOVÁ, Z., PUPALA, B. et al. Predškolská a elementárna pedagogika. Praha: Portál. s. 266 - 267. ISBN 80-7178-585-7.</p> <p>RUSŇÁK, R. 2009. Svetová literatúra pre deti v didaktickej komunikácii. Prešov: UNIPO. ISBN 978-80-555-0071-3.</p> <p>TOMAN, J. 1992. Vybrané kapitoly z teórie detskej literatúry. České Budějovice: Jihočeská univerzita.</p> <p>ZÁPOTOČNÁ, O. 2001. Rozvoj počiatočnej literárnej gramotnosti. In KOLLÁRIKOVÁ, Z., PUPALA, B. et al. Předškolní a primární pedagogika / Predškolská a elementárna pedagogika. Praha: Portál. s. 271-305. ISBN 80-7178-585-7.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language</p>
<b>Last change:</b> 13.11.2022
<b>Approved by:</b>

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2023/2024	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Education	
<b>Course ID:</b> PdF.KPEP/M-UPVšt403/22	<b>Course title:</b> Didactics of mathematics
<b>Number of credits:</b> 4	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>oral examination</p> <p>Rating:</p> <p>A</p> <p>The student knows the methods of teaching mathematics in primary education and knows how to use them creatively, especially for: developing the concept of numbers, introducing numerical operations, building geometric concepts, and learning about geometric shapes, and their positional and metric properties. The student can justify the choice of method for an individual subject and compare different methods. The student can give examples of the application of mathematical knowledge in practical tasks. Knows the methods of developing spatial imagination and orientation and can demonstrate them by introducing suitable activities. The student knows the types of word and context problems and can assess their difficulty and state the methods of solving individual word problems. The student knows how to use stories, children's experiences, fairy tales, and the history of mathematics for motivation. The student knows various didactic games and fun tasks and can justify their use for specific subjects. Can apply cross-subject relationships with other subjects, especially in practical activities such as field work, observing dependencies, working with data, measuring, composing and constructing, etc.</p> <p>B</p> <p>The student knows the methods of teaching mathematics in primary education, in particular: developing the concept of numbers, introducing numerical operations, building geometric concepts, and learning about geometric shapes, and their positional and metric properties. The student can justify the choice of method for individual subjects and state at least one advantage of the method. The student can give examples of the application of mathematical knowledge in practical tasks. Knows the methods of developing spatial imagination and orientation and can demonstrate them by introducing suitable activities. Knows word and context types and methods of solving individual word problems. The student can use stories, children's experiences, and fairy tales for motivation. The student knows at least one didactic game or fun task for a specific subject. Can apply cross-subject relationships with other subjects, especially in practical activities such as observing dependencies, working with data, measuring, composing, constructing, etc.</p> <p>C</p> <p>The student knows the methods of teaching mathematics in primary education, in particular: developing the concept of numbers, introducing numerical operations, building geometric concepts, and learning about geometric shapes, and their positional and metric properties. Can state at least one method for the given subject. The student knows the methods of developing spatial imagination and spatial orientation and can usually demonstrate them appropriately with well-known examples. The student knows the types of words and standard methods of solving them, knows motivational stories and fairy tales. The student knows at least one didactic game or fun task for a specific subject</p>	

and can apply intersubject relationships in simple practical activities such as measuring, folding, constructing, etc.

D more than 66% and less than 74%

The student knows the methods of teaching mathematics in primary education, in particular: developing the concept of number, introducing numerical operations, building geometric concepts, and learning about geometric shapes, their positional and metric properties. The student knows at least the basic activities for developing spatial imagination and spatial orientation knows the types of words and standard methods of solving them and knows motivational stories and fairy tales. The student knows at least one didactic game or fun task for a specific subject. The student can apply intersubject relationships in simple, practical activities such as measuring, folding, constructing, etc.

E more than 60% and less than 66%

The student knows at least one method of teaching mathematics for a specific subject: developing the concept of number, introducing numerical operations, building geometric concepts, and learning about geometric shapes, their positional and metric properties. The student knows at least the basic activities for developing spatial imagination and spatial orientation. The student knows the types of words and standard methods of solving them, knows at least one didactic game or fun task for a specific subject. The student can apply intersubject relationships in simple practical activities such as measuring, folding, constructing, etc.

Fx

The student receives this assessment if does not meet the minimum requirements.

### **Learning outcomes:**

To prepare the student for teaching mathematics at the primary level of education, to check whether the student knows the methods of teaching mathematics in primary education, in particular: developing the concept of numbers, introducing numerical operations, building geometric concepts, learning about geometric shapes, their positional and metric properties. Check whether the student can justify the choice of method for individual subjects and can compare different methods. The student can give examples of the application of mathematical knowledge in practical tasks. To find out if the student knows the methods of developing spatial imagination and spatial orientation and can demonstrate them by introducing suitable activities. To check whether the student knows the types of verbal and contextual tasks, the student can assess their difficulty and state the methods of solving individual word tasks. To find out if the student can use stories, children's experiences, fairy tales and the history of mathematics for motivation. To determine whether the student knows various didactic games and fun tasks and can justify their use for specific subjects. Check whether the student can apply intersubject relationships with other subjects, especially in practical activities such as field work, observing dependencies, working with data, measuring, designing, assembling and building, etc.

Education outcomes

Knowledge: Definitions of basic mathematical concepts, relationships between individual concepts, operations, and relations, basic rules and laws about a number, numerical operations, geometric concepts and shapes, metric and positional properties of geometric shapes, algorithms of numerical operations, and procedures of geometric constructions also with the help of modern technologies.

Skills: Modeling, using algorithms, using didactic games, solving word problems, applying different solution strategies to simplify the procedure, mathematizing real situations.

Abilities: Evaluate individual teaching methods and procedures, use analogies and differences in procedures for various topics, and accept responsibility for one's own decisions.

### **Class syllabus:**

The subject's content is linked to the mathematical subjects in the study plan, while knowledge from lower levels of education is also assumed. In particular:

- methods of teaching mathematics in primary education, in particular: developing the concept of numbers, introducing numerical operations,
- building geometric concepts, getting to know geometric shapes, their positional and metric properties,
- justification of the choice of method for an individual subject and comparison of the advantages and disadvantages of different methods,
- examples of the application of mathematical knowledge in practical tasks,
- methods of developing spatial imagination and spatial orientation
- demonstration, modeling, graphic representation, and dramatization of mathematical concepts of relationships,
- typology of verbal and contextual tasks and methods of solving individual word tasks,
- motivation with stories, children's own experiences, fairy tales, and historical notes,
- didactic games and fun tasks, justify their use for specific subjects,
- application of cross-subject relationships with other subjects, especially in practical activities such as field work, observation of dependencies, work with data, measurement, etc.

#### **State exam syllabus:**

#### **Recommended literature:**

HEJNÝ M., & KUŘINA, F. Dítě, škola a matematika. Portál: Praha, 2015.

KOŽUCHOVÁ, M. a kol. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského, 2019.

PARTOVÁ, E. Vyučovanie matematiky pomocou moderných technológií. 1. vyd. Bratislava: Univerzita Komenského, 2011.

PARTOVÁ, E., & MARCINEK, T. Metódy vyučovania matematiky v primárnom vzdelávaní 1. Ružomberok: Verbum, 2020.

PARTOVÁ, E. Prirodzené čísla. 1. vyd. Bratislava: ASCO Art & Science, 2002.

Žilková, K. (2013). Geometria. Pedagogická fakulta TU: Trnava. ISBN 978-80-8082-689-5. Dostupné na <https://pdf.truni.sk/e-ucebnice/geometria/>

Žilková, K (2013). Teória a prax geometrických manipulácií v primárnom vzdelávaní. Praha: PowerPrint.

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

Slovak and Czech language

**Last change:** 13.11.2022

**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.KPEP/M-UPVex004/22	<b>Course title:</b> Educational and school psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form 2 x 5 hours of direct teaching = 10 hours (lecture) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct teaching = 10 hours; 12 hours of self-study; 5 hours of continuous preparation; preparation for intermediate test 10 hours; 15 hours preparation of seminar paper - output in video format; 8 hours reflection 30 hours preparation for the final exam. Total 90 hours. Learning methods: Lecture, group discussion, heuristic method, analysis of videos and real situations, realization of demonstrations learning, analysis of problem situations, guided self-study and work with text	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Students will take one 30-point midterm test during the semester, present Seminar work of 20 minutes for 20 points, make a reflection on the presentations for 10 points. Final The final assessment will consist of a written part (40 points). A minimum of 91 points is required for a final grade of A and a minimum of 91 points is required for a final grade of B. at least 81 points, for a grade C at least 73 points, for a grade D at least 66 points and for a grade E at least 60 points. Credit will not be awarded to a student who scores less than 50% on any of the assignments. For passing the course, a minimum of 60% marks is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) For an A grade, students need to submit outstanding results continuously throughout the semester, be able to study independently, be able to reflect on the problems presented. Students are able to	



navigate through a variety of literary sources, are able to select relevant sources for their study, they can analyse and select technical or scientific information and speak in front of a group, they can evaluate outcomes, know the basics of educational and school psychology and can apply this information in practice.

A grade of B indicates that students have performed above average throughout the semester, have been able to independent study, have mastered basic information related to educational and school psychology, are able to navigate the literature, are able to evaluate the outcomes and are able to apply the knowledge gained to practice, but their critical thinking is borderline.

A grade of C indicates that students performed at a standard level during the semester, their theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge and critically evaluate it is lacking and compare individual literary sources and psychological knowledge.

A grade of D indicates that students were less prepared during the semester, have moderate deficiencies in theoretical knowledge related to the subject matter of the course, and have more difficulty in independently implementation work as well as in group work, they cannot critically analyse information and have difficulty applying knowledge to practice.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge, and fail to think critically and apply theoretical knowledge to practice, but have mastery of most of the theoretical knowledge in the subject.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Educational psychology provides knowledge of the psychological laws of the educational process. It clarifies concepts such as learning, education, creativity, performance. School psychology synthesizes knowledge of basic psychological disciplines and their use in school conditions. The aim is to explore the individual peculiarities and specificities of educated individuals and groups, with an orientation towards the design and optimization of their development. Students will be able to creatively and actively approach educational work with pupils in school, know their motivation and know how to select the right way of learning in individual conditions when working with a child, distinguish between different educational styles and educational situations, understand pupils' underachievement and know how to motivate them. They are also able to assess, analyse and compare information, they will be able to think critically and evaluate different models of learning in educational work with pupils.

### **Class syllabus:**

Course outcomes of subject (content):

1. System and methods of educational and school psychology, determinants of individual psyche formation
2. Mechanisms about others, attitudes, stereotypes)
3. Communication in the pedagogical process - conflict situations and their resolution
4. Psychological issues of learning. The concept of learning in terms of psychological theories of learning, types of learning, Laws of learning, control of learning processes, motivation and its influence on learning.
5. Developing creativity.
6. Psychological analysis of pupils' success and failure at school. Psychological aspects of personality of the teacher/person working with the child. Socio-psychological competences of the teacher,
7. Psychological issues of education, logical implications
8. Counseling in schools, school psychologist and his/her roles in school, ethical standards of school psychologist's work standards of the school psychologist.

9. Sequential model of the school psychologist's activity 10. Individual peculiarities of pupils and work with them. Multiculturalism 11. Presentation of new research findings in school and educational psychology						
<b>Recommended literature:</b> Compulsory/Recommended readings: Čáp, J., Mareš, J.( 2007).Psychológie pro učitele. Prague: Portal, 2007. Valihorová,M., Gajdošová, E.(2009). Chapters from school psychology. Banská Bystrica: UMB, 2009. Recommended reading: Veselský, M.(2007). Pedagogical psychology 1. Theory and practice. Bratislava: Comenius University, 2007. Jedlička, R., Kot'a, J., Slavík, J. (2018). Pedagogical psychology for teachers. Psychology in education and education. Prague: Grada. (selected chapters: 1., 2., 3.2, 3.3. 3.4., 3.5, 3.6 but also 4., 5.6 and 9) Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, Ľ., Sokolová, L. (2019). Attitudes, inclusion and prejudice in Slovak schools. Bratislava. (Selected chapters. Children's difference - a view from behind the teacher's chair and 2.3 Growth or fixed attitudes in perception Prejudices of male and female teachers towards Roma ethnicity in relation to inclusion) <a href="https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf">https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf</a> Sokolová, L., Jursová Zacharová, Z., Lemesová, M., Cabanová, K., Šramová, B. (2015). Personality and social psychological competences of male and female teachers. Comenius University. s 7-69. Brunclíková, Z. (2015). On the issue of bullying and manifestations of aggression in primary schools. In Psychologija and pathopsychology of the child. Vol.1 49. no. 1-2. p. 10-18. Website: Association of School Psychology - <a href="http://www.aspsr.sk/skolska-psychologia">http://www.aspsr.sk/skolska-psychologia</a> Educational and School Psychology (Textbook) <a href="https://pdf.truni.sk/e-ucebnice/psp/">https://pdf.truni.sk/e-ucebnice/psp/</a> Journal: School Psychologist/School Psychologist: <a href="https://journals.muni.cz/skolnipsycholog/index">https://journals.muni.cz/skolnipsycholog/index</a>						
<b>Languages necessary to complete the course:</b> Slovak and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 261						
A	ABS	B	C	D	E	FX
53,26	0,0	32,95	11,11	1,92	0,0	0,77
<b>Lecturers:</b> Mgr. Zuzana Štefanec, PhD.						
<b>Last change:</b> 19.09.2023						
<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.KPEP/M-UPVex004/22	<b>Course title:</b> Educational and school psychology
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form 2 x 5 hours of direct teaching = 10 hours (lecture) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct teaching = 10 hours; 12 hours of self-study; 5 hours of continuous preparation; preparation for intermediate test 10 hours; 15 hours preparation of seminar paper - output in video format; 8 hours reflection 30 hours preparation for the final exam. Total 90 hours. Learning methods: Lecture, group discussion, heuristic method, analysis of videos and real situations, realization of demonstrations learning, analysis of problem situations, guided self-study and work with text	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Students will take one 30-point midterm test during the semester, present Seminar work of 20 minutes for 20 points, make a reflection on the presentations for 10 points. Final The final assessment will consist of a written part (40 points). A minimum of 91 points is required for a final grade of A and a minimum of 91 points is required for a final grade of B. at least 81 points, for a grade C at least 73 points, for a grade D at least 66 points and for a grade E at least 60 points. Credit will not be awarded to a student who scores less than 50% on any of the assignments. For passing the course, a minimum of 60% marks is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) For an A grade, students need to submit outstanding results continuously throughout the semester, be able to study independently, be able to reflect on the problems presented. Students are able to	

navigate through a variety of literary sources, are able to select relevant sources for their study, they can analyse and select technical or scientific information and speak in front of a group, they can evaluate outcomes, know the basics of educational and school psychology and can apply this information in practice.

A grade of B indicates that students have performed above average throughout the semester, have been able to independent study, have mastered basic information related to educational and school psychology, are able to navigate the literature, are able to evaluate the outcomes and are able to apply the knowledge gained to practice, but their critical thinking is borderline.

A grade of C indicates that students performed at a standard level during the semester, their theoretical knowledge of the subject matter is at a good level, but the ability to apply this knowledge and critically evaluate it is lacking and compare individual literary sources and psychological knowledge.

A grade of D indicates that students were less prepared during the semester, have moderate deficiencies in theoretical knowledge related to the subject matter of the course, and have more difficulty in independently implementation work as well as in group work, they cannot critically analyse information and have difficulty applying knowledge to practice.

A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge, and fail to think critically and apply theoretical knowledge to practice, but have mastery of most of the theoretical knowledge in the subject.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Educational psychology provides knowledge of the psychological laws of the educational process. It clarifies concepts such as learning, education, creativity, performance. School psychology synthesizes knowledge of basic psychological disciplines and their use in school conditions. The aim is to explore the individual peculiarities and specificities of educated individuals and groups, with an orientation towards the design and optimization of their development. Students will be able to creatively and actively approach educational work with pupils in school, know their motivation and know how to select the right way of learning in individual conditions when working with a child, distinguish between different educational styles and educational situations, understand pupils' underachievement and know how to motivate them. They are also able to assess, analyse and compare information, they will be able to think critically and evaluate different models of learning in educational work with pupils.

### **Class syllabus:**

Course outcomes of subject (content):

1. System and methods of educational and school psychology, determinants of individual psyche formation
2. Mechanisms about others, attitudes, stereotypes)
3. Communication in the pedagogical process - conflict situations and their resolution
4. Psychological issues of learning. The concept of learning in terms of psychological theories of learning, types of learning, Laws of learning, control of learning processes, motivation and its influence on learning.
5. Developing creativity.
6. Psychological analysis of pupils' success and failure at school. Psychological aspects of personality of the teacher/person working with the child. Socio-psychological competences of the teacher,
7. Psychological issues of education, logical implications
8. Counseling in schools, school psychologist and his/her roles in school, ethical standards of school psychologist's work standards of the school psychologist.

9. Sequential model of the school psychologist's activity 10. Individual peculiarities of pupils and work with them. Multiculturalism 11. Presentation of new research findings in school and educational psychology						
<b>Recommended literature:</b> Compulsory/Recommended readings: Čáp, J., Mareš, J.( 2007).Psychologie pro učitele. Prague: Portal, 2007. Valihorová,M., Gajdošová, E.(2009). Chapters from school psychology. Banská Bystrica: UMB, 2009. Recommended reading: Veselský, M.(2007). Pedagogical psychology 1. Theory and practice. Bratislava: Comenius University, 2007. Jedlička, R., Kot'a, J., Slavík, J. (2018). Pedagogical psychology for teachers. Psychology in education and education. Prague: Grada. (selected chapters: 1., 2., 3.2, 3.3. 3.4., 3.5, 3.6 but also 4., 5.6 and 9) Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, Ľ., Sokolová, L. (2019). Attitudes, inclusion and prejudice in Slovak schools. Bratislava. (Selected chapters. Children's difference - a view from behind the teacher's chair and 2.3 Growth or fixed attitudes in perception Prejudices of male and female teachers towards Roma ethnicity in relation to inclusion) <a href="https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf">https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf</a> Sokolová, L., Jursová Zacharová, Z., Lemesová, M., Cabanová, K., Šramová, B. (2015). Personality and social psychological competences of male and female teachers. Comenius University. s 7-69. Brunclíková, Z. (2015). On the issue of bullying and manifestations of aggression in primary schools. In Psychologija and pathopsychology of the child. Vol.1 49. no. 1-2. p. 10-18. Website: Association of School Psychology - <a href="http://www.aspsr.sk/skolska-psychologia">http://www.aspsr.sk/skolska-psychologia</a> Educational and School Psychology (Textbook) <a href="https://pdf.truni.sk/e-ucebnice/psp/">https://pdf.truni.sk/e-ucebnice/psp/</a> Journal: School Psychologist/School Psychologist: <a href="https://journals.muni.cz/skolnipsycholog/index">https://journals.muni.cz/skolnipsycholog/index</a>						
<b>Languages necessary to complete the course:</b> Slovak and Czech language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 261						
A	ABS	B	C	D	E	FX
53,26	0,0	32,95	11,11	1,92	0,0	0,77
<b>Lecturers:</b>						
<b>Last change:</b> 19.09.2023						
<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.KPEP/M-UPVex222/22	<b>Course title:</b> Educational school trip methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of direct instruction; 10 hours preparing the student for the first interim assignment-seminar paper; 10 hours preparing the student for the second interim assignment-project presentation; 12 hours self-study; 18 hours preparing the student for the final test. Total 60 hours of student work. Learning methods: lecture, explanation, discussion and interaction of the teacher with the students on the topics covered, group work method, students working in groups, independent work method, method of working with the text.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The weight of the prerequisites for successful completion of the course is 20/20/60. The student will submit a term paper during the semester with a maximum of 20 points (minimum 12 points). In addition, the student will present a project presentation focused on the design of an outdoor methodology with a maximum of 20 points (min. 12 points). The student will take a final test with a maximum of 60 points (min. 36 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria),	

Fx (59-0%, inadequate - additional work required)

A-excellent performance, the student knows and masters the theoretical knowledge of the methodology of the outdoor school and can apply it to activities, can respond promptly during lectures to the lecturer's questions and tasks, the student is active and proactive during teaching, can respond and ask questions in the topic and issue addressed, can present the design of the outdoor school at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative;

B-excellent performance, the student knows and masters the theoretical knowledge of the methodology of the school in nature and can apply them to activities with minor shortcomings, can respond well during lectures to the questions and tasks of the teacher, the student is active and proactive and responds to questions on the problem solved, can present the proposal of the school in nature very well, the oral and written expression of the student is correct, correct, grammatically flawless;

C-good performance, the student knows and masters the theoretical knowledge of the methodology of the outdoor school and can apply it to the activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem addressed with minor problems, he/she presents at a good level with minor deficiencies, the student's oral and written expression is correct but of lesser quality and grammatically with minor errors;

D- the student knows the theoretical knowledge of the methodology of the school in nature at a satisfactory level and can apply it to activities with problems, he/she is not very active and initiative in teaching, he/she rather plays the role of a passive observer, he/she can present at a below-average level, the student's oral and written expression has some inaccuracies and also major deficiencies;

E- the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the methodology of the school in nature, which is at a below-average level and with difficulty can apply them to activities, he/she responds to the teacher's challenges with inaccuracies, the student himself/herself is not active and initiative, does not ask questions on the issue addressed, the student presents at a very poor level, the student's oral and written expression has serious inaccuracies and major shortcomings;

Fx - the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course.

Scale of assessment (preliminary/final): 20/20/60

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Upon completion of the Outdoor School Methodology course, the student will be familiar with and proficient in legislation related to

The student will be familiar with the legislation related to the organization of the Outdoor School and will know the organizational procedures for the implementation of the Outdoor School. The student will know the appropriate methodological procedures on the basis of which he/she should be able to design an effectively usable and interesting project in winter or summer Outdoor School. Students will acquire the competences of the teacher's work in the field of organization and management of educational activities aimed at the Outdoor School. Students are able to think in contexts that they will be able to develop in different situations arising in the outdoors due to the impact of new physical education and sport activities. The student will be able to relate theoretical knowledge to practice.

### **Class syllabus:**

Course outcomes of subject (content):

Characteristics and importance of the school in nature. Objectives and tasks of a school in nature. Legislative background. The aim of the topic is to get acquainted with the general characteristics of the school in nature, its aims and tasks. The student is familiar with the basic laws and decrees concerning the school in nature. The student is to acquire knowledge about the aims and objectives of the outdoor school as well as the legislation concerning the outdoor school. The student is able to evaluate the contribution of the outdoor school in primary education.

Natural and social cognition in outdoor schools (educational area for primary schools - Man and Nature, cross-cutting theme - Environmental education). The aim of the topic is to familiarize with the content of natural and socio-social education related to schools in nature. The student is to acquire the ability to apply these areas to the project of the school in nature and is able to create activities and activities on the given areas in the teaching process.

Physical and sport cognition in outdoor schools (educational area for primary schools - Health and movement, cross-cutting theme - Protection of life and health). The aim of the topic is to become familiar with the content of physical education, sports education related to schools in nature. The student should acquire the ability to apply these areas to the project of the school in nature and be able to create activities and activities for the teaching process in the given areas.

Leisure activities, pedagogical and didactic activities in nature schools (games, nature trail, animation programs and activities within the nature school). The aim of the topic is to learn about leisure, pedagogical and didactic activities in the school of nature. The student is to acquire knowledge about nature trails, animation programmes and the characteristics of the nature school. The student can apply this knowledge to activities and activities for primary education and can also implement them and include them in the design of a nature school project and can also implement them.

Preparing the teacher to work with pupils in an outdoor school. The aim of the topic is to learn about the preparation of the teacher and the pedagogical worker for working with pupils in the school of nature. The student is to acquire knowledge about the preparation of a teacher in a school in nature. He/she can evaluate the basic principles and teacher preparation in the outdoor school.

Structure of the Outdoor School Project. The theme, aim and objectives of the Schools in Nature project. The aim of the topic is to become familiar with the structure of the school in nature. The student is to acquire the ability to apply and present a school in nature as a project proposal of a school in nature. The student is able to use digital technologies in the presentation of the project proposal. The student is able to create a project proposal structure, and is able to focus the content and themes of the nature school project proposal.

Theoretical and methodological part of the project - project development. The aim of the topic is the development and presentation of the students' projects of the school in nature. Based on all the acquired knowledge, the student is able to present a proposal for a school in nature.

Organizational forms of work of the School in nature - project development. The aim of the topic is to get acquainted with the organizational forms of work in the school in nature. The student develops and presents the design of a school in nature.

#### **Recommended literature:**

Compulsory/Recommended readings:

BUBELÍNIOVÁ, M., WIEGEROVÁ, A., a HIRSCHNEROVÁ, Z. Premeny Školy v prírode 2. Bratislava: Iuventa, 2002. ISBN 80-88868-76-9.

BUBELÍNIOVÁ, M. Potenciál a limity školy v prírode s dôrazom na environmentálny aspekt. In Komenský, roč. 125, 2001, č. 9/10., s. 194-196. ISSN 0323-0449.

NEUMAN, J. Dobrodružné hry a cvičení v přírodě. Praha: Portál, 2011. ISBN 978-80-7367-910-1.

SMETÁČKOVÁ, I., VIKTOROVÁ, I. Škola v přírode: Příklad změn v rodinné a školní socializaci. In Pedagogika, roč. LXI, 2011, č. 3., s. 271-289, ISSN 0031-3815.



Štátny vzdelávací program pre primárne vzdelávanie – 1. Stupeň základnej školy  
 Štátny pedagogický ústav, 2008. Dostupné na:  
[https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp\\_pv\\_2015.pdf](https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_pv_2015.pdf)  
 Vyhláška Ministerstva školstva Slovenskej republiky č. 305/2008 Z. z. o škole v prírode.  
 Ministerstvo školstva SR, 2008. Dostupné na: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/305/>  
 Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Ministerstvo školstva SR, 2008. Dostupné na: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/245/>  
 ZOUHAROVÁ, K. Škola v prírode hrou. Praha: Grada, 2012. ISBN: 978-80-247-3998-4.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
50,0	0,0	37,5	7,5	5,0	0,0	0,0

**Lecturers:** prof. PaedDr. Marián Merica, PhD., Mgr. Ivan Čavojský, PhD., Mgr. Mária Fuchsová, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex222/22	<b>Course title:</b> Educational school trip methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of direct instruction; 10 hours preparing the student for the first interim assignment-seminar paper; 10 hours preparing the student for the second interim assignment-project presentation; 12 hours self-study; 18 hours preparing the student for the final test. Total 60 hours of student work. Learning methods: lecture, explanation, discussion and interaction of the teacher with the students on the topics covered, group work method, students working in groups, independent work method, method of working with the text.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The weight of the prerequisites for successful completion of the course is 20/20/60. The student will submit a term paper during the semester with a maximum of 20 points (minimum 12 points). In addition, the student will present a project presentation focused on the design of an outdoor methodology with a maximum of 20 points (min. 12 points). The student will take a final test with a maximum of 60 points (min. 36 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than half of the points in any of the three conditions. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria),	

Fx (59-0%, inadequate - additional work required)

A-excellent performance, the student knows and masters the theoretical knowledge of the methodology of the outdoor school and can apply it to activities, can respond promptly during lectures to the lecturer's questions and tasks, the student is active and proactive during teaching, can respond and ask questions in the topic and issue addressed, can present the design of the outdoor school at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative;

B-excellent performance, the student knows and masters the theoretical knowledge of the methodology of the school in nature and can apply them to activities with minor shortcomings, can respond well during lectures to the questions and tasks of the teacher, the student is active and proactive and responds to questions on the problem solved, can present the proposal of the school in nature very well, the oral and written expression of the student is correct, correct, grammatically flawless;

C-good performance, the student knows and masters the theoretical knowledge of the methodology of the outdoor school and can apply it to the activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem addressed with minor problems, he/she presents at a good level with minor deficiencies, the student's oral and written expression is correct but of lesser quality and grammatically with minor errors;

D- the student knows the theoretical knowledge of the methodology of the school in nature at a satisfactory level and can apply it to activities with problems, he/she is not very active and initiative in teaching, he/she rather plays the role of a passive observer, he/she can present at a below-average level, the student's oral and written expression has some inaccuracies and also major deficiencies;

E- the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the methodology of the school in nature, which is at a below-average level and with difficulty can apply them to activities, he/she responds to the teacher's challenges with inaccuracies, the student himself/herself is not active and initiative, does not ask questions on the issue addressed, the student presents at a very poor level, the student's oral and written expression has serious inaccuracies and major shortcomings;

Fx - the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course.

Scale of assessment (preliminary/final): 20/20/60

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Upon completion of the Outdoor School Methodology course, the student will be familiar with and proficient in legislation related to

The student will be familiar with the legislation related to the organization of the Outdoor School and will know the organizational procedures for the implementation of the Outdoor School. The student will know the appropriate methodological procedures on the basis of which he/she should be able to design an effectively usable and interesting project in winter or summer Outdoor School. Students will acquire the competences of the teacher's work in the field of organization and management of educational activities aimed at the Outdoor School. Students are able to think in contexts that they will be able to develop in different situations arising in the outdoors due to the impact of new physical education and sport activities. The student will be able to relate theoretical knowledge to practice.

### **Class syllabus:**

Course outcomes of subject (content):

Characteristics and importance of the school in nature. Objectives and tasks of a school in nature. Legislative background. The aim of the topic is to get acquainted with the general characteristics of the school in nature, its aims and tasks. The student is familiar with the basic laws and decrees concerning the school in nature. The student is to acquire knowledge about the aims and objectives of the outdoor school as well as the legislation concerning the outdoor school. The student is able to evaluate the contribution of the outdoor school in primary education.

Natural and social cognition in outdoor schools (educational area for primary schools - Man and Nature, cross-cutting theme - Environmental education). The aim of the topic is to familiarize with the content of natural and socio-social education related to schools in nature. The student is to acquire the ability to apply these areas to the project of the school in nature and is able to create activities and activities on the given areas in the teaching process.

Physical and sport cognition in outdoor schools (educational area for primary schools - Health and movement, cross-cutting theme - Protection of life and health). The aim of the topic is to become familiar with the content of physical education, sports education related to schools in nature. The student should acquire the ability to apply these areas to the project of the school in nature and be able to create activities and activities for the teaching process in the given areas.

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Preparing the teacher to work with pupils in an outdoor school. The aim of the topic is to learn about the preparation of the teacher and the pedagogical worker for working with pupils in the school of nature. The student is to acquire knowledge about the preparation of a teacher in a school in nature. He/she can evaluate the basic principles and teacher preparation in the outdoor school.

Structure of the Outdoor School Project. The theme, aim and objectives of the Schools in Nature project. The aim of the topic is to become familiar with the structure of the school in nature. The student is to acquire the ability to apply and present a school in nature as a project proposal of a school in nature. The student is able to use digital technologies in the presentation of the project proposal. The student is able to create a project proposal structure, and is able to focus the content and themes of the nature school project proposal.

Theoretical and methodological part of the project - project development. The aim of the topic is the development and presentation of the students' projects of the school in nature. Based on all the acquired knowledge, the student is able to present a proposal for a school in nature.

Organizational forms of work of the School in nature - project development. The aim of the topic is to get acquainted with the organizational forms of work in the school in nature. The student develops and presents the design of a school in nature.

#### **Recommended literature:**

Compulsory/Recommended readings:

BUBELÍNIOVÁ, M., WIEGEROVÁ, A., a HIRSCHNEROVÁ, Z. Premeny Školy v prírode 2. Bratislava: Iuventa, 2002. ISBN 80-88868-76-9.

BUBELÍNIOVÁ, M. Potenciál a limity školy v prírode s dôrazom na environmentálny aspekt. In Komenský, roč. 125, 2001, č. 9/10., s. 194-196. ISSN 0323-0449.

NEUMAN, J. Dobrodružné hry a cvičení v přírodě. Praha: Portál, 2011. ISBN 978-80-7367-910-1.

SMETÁČKOVÁ, I., VIKTOROVÁ, I. Škola v přírode: Příklad změn v rodinné a školní socializaci. In Pedagogika, roč. LXI, 2011, č. 3., s. 271-289, ISSN 0031-3815.

Štátny vzdelávací program pre primárne vzdelávanie – 1. Stupeň základnej školy  
 Štátny pedagogický ústav, 2008. Dostupné na:  
[https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp\\_pv\\_2015.pdf](https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_pv_2015.pdf)  
 Vyhláška Ministerstva školstva Slovenskej republiky č. 305/2008 Z. z. o škole v prírode.  
 Ministerstvo školstva SR, 2008. Dostupné na: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/305/>  
 Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Ministerstvo školstva SR, 2008. Dostupné na: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/245/>  
 ZOUHAROVÁ, K. Škola v prírode hrou. Praha: Grada, 2012. ISBN: 978-80-247-3998-4.

**Languages necessary to complete the course:**

Slovak and Czech languages

**Notes:**

**Past grade distribution**

Total number of evaluated students: 40

A	ABS	B	C	D	E	FX
50,0	0,0	37,5	7,5	5,0	0,0	0,0

**Lecturers:** prof. PaedDr. Marián Merica, PhD., Mgr. Ivan Čavojský, PhD., Mgr. Mária Fuchsová, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex232/22	<b>Course title:</b> Elementary creation in music
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Type, scope and methods of educational activities: 10PS + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Method of study: combined method (mainly distance learning)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The grade is awarded on a scale: A (100-91 %, excellent – outstanding results), B (90-81 %, very good – above the average standard), C (80-73 %, good – generally sound work), D (72-66 %, satisfactory – fair but with significant shortcomings), E (65-60 %, sufficient – performance meets the minimum criteria), Fx (59-0 %, fail – further work required). Intermediate and final assessment weighting: 100/0. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes/ Objectives and learning outcomes: The student will develop his/her own creative thinking. The student will develop an understanding of the basic principles of musical composition. The student learns to apply musical expressive devices creatively. Independently creates a shorter coherent musical form. Masters the methods of elementary composition in primary education. Proposes original divergent solutions in the field of musical activities, elementary music composition and improvisation in syncretic holistic personality development. Works creatively with sounds and expressive means of music in various musical activities. Acquires spontaneous relaxed expression.	
<b>Class syllabus:</b> Course outcomes of subject (content): 1.Improvisation - principles, methods, types, realization.	

2.Composition - principles, methods, types, realization. 3.Contemporary art, contemporary musical culture. 4.Musical creativity.						
<b>Recommended literature:</b> Compulsory readings: PIŇOS, A. What's in the game? Questions of the arrangement of musical material in contemporary composition, JAMU, Brno 2008. ORFF.C., KEETMAN, G. Orff-Schulwerk - Musik für KinderI-V. Mainz: B.Schott's Söhne, 1952. BOROŠ, T. Baustenie - jigsaw puzzles, a cycle of models for elementary composition and improvisation. Bratislava: ISCM, 2013. Available at: <a href="http://www.newmusicforkids.org">www.newmusicforkids.org</a> . EBEN, P., HURNÍK, I. Czech Orff School. Prague: Supraphon, 1969. BOROŠ, T. Elementary music composition in music education. In Creative Education, Zohor: Virvar, 2013. JURKOVIČ, P. Instrumental ensemble at primary school. Prague: SPN, 1989. DIBÁK, I., PAVLOVSKÁ, O., ONDREJKA, K. Playing at home and at school. Bratislava: Slov. Society for Music Education Bratislava, 1972. WILSON, P.N. Hear and Now. Bratislava: Music Centre, 2002. ISBN 80-8884-35-7.						
<b>Languages necessary to complete the course:</b> Slovak language and English language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 41						
A	ABS	B	C	D	E	FX
70,73	0,0	17,07	12,2	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex232/22	<b>Course title:</b> Elementary creation in music
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Type, scope and methods of educational activities: 10PS + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Method of study: combined method (mainly distance learning)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The grade is awarded on a scale: A (100-91 %, excellent – outstanding results), B (90-81 %, very good – above the average standard), C (80-73 %, good – generally sound work), D (72-66 %, satisfactory – fair but with significant shortcomings), E (65-60 %, sufficient – performance meets the minimum criteria), Fx (59-0 %, fail – further work required). Intermediate and final assessment weighting: 100/0. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Learning outcomes/ Objectives and learning outcomes: The student will develop his/her own creative thinking. The student will develop an understanding of the basic principles of musical composition. The student learns to apply musical expressive devices creatively. Independently creates a shorter coherent musical form. Masters the methods of elementary composition in primary education. Proposes original divergent solutions in the field of musical activities, elementary music composition and improvisation in syncretic holistic personality development. Works creatively with sounds and expressive means of music in various musical activities. Acquires spontaneous relaxed expression.	
<b>Class syllabus:</b> Course outcomes of subject (content): 1.Improvisation - principles, methods, types, realization.	



2.Composition - principles, methods, types, realization. 3.Contemporary art, contemporary musical culture. 4.Musical creativity.						
<b>Recommended literature:</b> Compulsory readings: PIŇOS, A. What's in the game? Questions of the arrangement of musical material in contemporary composition, JAMU, Brno 2008. ORFF.C., KEETMAN, G. Orff-Schulwerk - Musik für KinderI-V. Mainz: B.Schott's Söhne, 1952. BOROŠ, T. Baustenie - jigsaw puzzles, a cycle of models for elementary composition and improvisation. Bratislava: ISCM, 2013. Available at: <a href="http://www.newmusicforkids.org">www.newmusicforkids.org</a> . EBEN, P., HURNÍK, I. Czech Orff School. Prague: Supraphon, 1969. BOROŠ, T. Elementary music composition in music education. In Creative Education, Zohor: Virvar, 2013. JURKOVIČ, P. Instrumental ensemble at primary school. Prague: SPN, 1989. DIBÁK, I., PAVLOVSKÁ, O., ONDREJKA, K. Playing at home and at school. Bratislava: Slov. Society for Music Education Bratislava, 1972. WILSON, P.N. Hear and Now. Bratislava: Music Centre, 2002. ISBN 80-8884-35-7.						
<b>Languages necessary to complete the course:</b> Slovak language and English language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 41						
A	ABS	B	C	D	E	FX
70,73	0,0	17,07	12,2	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVšt402/22	<b>Course title:</b> Elementary pedagogy
<b>Number of credits:</b> 4	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Rating:</p> <p><b>A</b></p> <p>The student has an excellent command of basic pedagogical terminology in primary education and can give examples usable in practice. They can justify the choice of educational concepts and the choice of suitable teaching method very well and resources. Knows the determinants of the use of activating methods. He has an excellent command of the curriculum requirements in individual grades, and takes into account the child's cognitive abilities and social conditions. He can state numerous examples of the application of knowledge from diagnosing a primary school student. The student has a broad overview of current trends in pupil assessment. He knows the competencies of a primary school teacher at an excellent level and the characteristics of the pupil's personality. He can identify the most common problems students have when integrating into the classroom collective and school environment. The student understands several conditions and the importance of his self education as part of their professional development. He knows about the possibilities of educational activities aimed at deepening, improving and developing of professional competencies provided by relevant professional institutions.</p> <p>He knows the strategies of self-reflection and self-improvement in the teacher's pedagogical activities. He knows the current legislative framework of primary education in the Slovak Republic. He is capable at an excellent level</p> <p>argue about alternative education and defending your opinion. He knows the exact legislation and relations very well with family and knows different forms of traditional and innovative means of communication and methods of cooperation with the family.</p> <p><b>B</b></p> <p>The student has a very good command of basic pedagogical terminology in primary education and knows how to present</p> <p>examples usable in practice. He knows very well how to justify the choice of educational concepts and the choice of appropriate ones teaching methods and resources. Knows several determinants of the use of activating methods. Really good control the curriculum requirements in individual years takes into account cognitive abilities and social conditions of the child. He can give several examples of the application of knowledge from diagnosing a primary school pupil. The student has a varied overview of current trends in student assessment. He knows at a very good level the competences of the primary school teacher and the characteristics of the pupil's personality. He can identify the most common students' problems in integrating into the class group and the school environment. The student understands several conditions and the importance of his self-education within the framework of his own professional development. He knows about several options for educational activities aimed at deepening, improving and developing professional competencies provided by relevant professional institutions. He knows the strategies of self-reflection and self-improvement in the teacher's pedagogical activity. Knows the current legislative framework of</p>	

primary education in the Slovak Republic. He can argue at a very good level about alternative education and defend his opinion. He knows very well the exact legislation of relations with the family and knows various things forms of traditional and innovative means of communication and methods of cooperation with the family.

C

The student has a good command of basic pedagogical terminology in primary education and can also give examples usable in practice. He knows well how to justify the choice of educational concepts and the choice of suitable teaching methods and resources. Knows some determinants of the use of activating methods. Handles requests well curriculum in individual years, takes into account the child's cognitive abilities and social conditions. He can to give some examples of the application of knowledge from diagnosing a primary school pupil. The student has an average an overview of current trends in pupil assessment. He knows the competencies of a primary school teacher at a good level and characteristics of the pupil's personality. He is able to identify the usual problems of students when integrating into the classroom collective and school environment. The student understands several conditions and the importance of his self-education as part of their own professional development. He knows about several options for educational activities aimed at deepening, improvement, and development of professional competences provided by relevant professionals institutions. He knows some strategies of self-reflection and self-improvement in the teacher's pedagogical activities.

He knows a significant part of the current legislative framework of primary education in the Slovak Republic. The student is able to argue at a good level about alternative education and defend his opinion. He knows well

exact legislation, and relations with the family and knows various forms of traditional and innovative communication means and methods of cooperation with the family.

D more than 66% and less than 74%

The student has a satisfactory command of basic pedagogical terminology in primary education and can state less

numerous examples usable in practice. Can satisfactorily justify the choice of educational concepts and the choice of appropriate ones teaching methods and resources. He knows less numerous determinants of the use of activating methods. Satisfactorily masters the curriculum requirements in individual years, but takes less into account cognitive abilities

and the child's social conditions. He can give clear examples of the application of knowledge from diagnosing the pupil's primary school. The student has a weaker overview of current trends in student assessment. At a satisfactory level knows the competencies of the primary school teacher and the characteristics of the pupil's personality. At least he can identify the most frequently occurring problems of students when integrating into the class group and the school environment. The student understands several conditions and the importance of his self-education within his professional field development at a weaker level. Knows at least two options for learning activities aimed at deepening, improvement and developing of professional competences provided by relevant professional institutions. He knows at least the best-known strategies of self-reflection and self-improvement in the teacher's pedagogical activity. Satisfactorily knows the current legislative framework of primary education in the Slovak Republic. He can debate alternative education at a satisfactory level and defend their opinion. He knows satisfactorily legislates relations with the family and knows various forms of traditional and innovative means of communication and methods of cooperation with the family.

E more than 60% and less than 66%

The student knows at least one continuous definition from basic pedagogical terminology, in particular: education,

education, literacy, learning, competencies, curriculum, teaching concepts, teaching goals, methods,

forms, means, etc. He knows at least the basic determinants determining a child's school maturity. The student understands at least the minimum conditions and the importance of his self-education within his professional field development. He can give at least one example of the application of knowledge from diagnosing a primary school student. The student has a poor overview of current trends in student assessment. On a less satisfactory level, he knows competences of the primary school teacher and the characteristics of the pupil's personality. He can identify himself at least most often occurring problems of students when integrating into the class group and the school environment. The student understands to several conditions and the importance of his self-education as part of his professional development on a weak level. He knows at least one possibility of educational activities aimed at deepening, improving and developing professional competences provided by relevant professional institutions. He knows at least one the strategy of self-reflection and self-improvement in the teacher's pedagogical activity. Current legislative framework primary education in the Slovak Republic has major shortcomings. He is capable at least in a basic level to argue about alternative education. He knows at least one form of traditional and innovative means of communication and methods of cooperation with the family. For example, a student receives this assessment if he does not meet even the minimum requirements.

### **Learning outcomes:**

Learning objectives:

Demonstrate pedagogical-psychological knowledge and competencies acquired during master's studies.

Learning outcomes:

Knowledge: Definitions of basic pedagogical terms, relationships between individual terms, education,

education, literacy, teaching, learning, curriculum, primary education, concepts of education, key competences, methods, organization, forms and means of education, diagnostics, pupil, teacher.....

Qualifications: The student can evaluate individual teaching methods and procedures, use support tools,

methods and procedures for various topics, and accept responsibility for one's own decisions.

### **Class syllabus:**

A brief outline of the subject: The content of the state exam in the given subject represents a synthesis of the acquired knowledge knowledge of upbringing and education in the study program covering the core of the field of study.

1. Basic pedagogical terms: upbringing, education, literacy, teaching, learning. Didactics

as a science and as a teacher's tool. Border pedagogical disciplines related to primary pedagogy.

2. The position of the primary level of education in the school system. General perception and basic the goals of primary education and its relation to other levels of education.

3. Educational areas and cross-cutting topics. Framework curriculum. Current theoretical model primary level as a comprehensive and consistent system.

4. Teaching concepts (transmissive, humanistic, constructivist, socio-constructivist...)

and the position of the pupil and the teacher in them. Piaget's and Vygotsky's concept of a child's cognitive development

in didactics.

5. Learning objectives, their meaning and categorization of objectives. Taxonomies of learning objectives. Creation

learning tasks in primary education based on taxonomies. Didactic value of learning tasks

(difficulty, variety, variety, ability to meet the set teaching goal). Key relationship

competences and educational goals. The issue of their connection.

6. The term teaching method, classification of teaching methods, teaching methods from the point of view of activity

pupil in teaching. Activating teaching methods, e.g. EUR method, brainstorming, project teaching and i. Alternative schools and their essence (e.g. ITV, Montessori...).

7. Teaching aids in primary education. Teaching aids and didactic technique. Function teaching aids in teaching. Multimedia teaching. Information and communication technology in primary school teaching.

8. Organizational forms of teaching from the point of view of the teaching environment, the arrangement of pupils in teaching and from the point of view

teaching management (group, differentiated teaching). A lesson as a basic lesson

organizational form of teaching. Organization of walks and excursions. Opinions on assigning homework.

Distance learning.

9. Diagnosing and evaluating the primary school pupil. Basic concepts (diagnosis, diagnosis, diagnosis). Diagnosis process. Descriptive-analytical and prescriptive-constructive diagnostics. Why what and how it is diagnosed (methods of diagnosis). Current trends in pupil assessment.

10. Primary school pupil. Characteristics of the pupil's personality. Internal and external factors of student education.

Learning styles of pupils. The pupil with special educational needs. Gifted students, student with with a medical handicap, and a student from a socially disadvantaged environment in teaching. A pupil of another

ethnicity and with a different mother tongue in teaching.

11. Primary school teacher. Personality and competence of the primary school teacher. Decision-making

in the pedagogical activity of the teacher and its peculiarities. Self-reflection and self-improvement in pedagogy

activities of the teacher. Causes of professional extinction and its prevention. Possibilities of further education

teachers.

12. Entry of the child to school. Readiness - ability - maturity of the child for school, learning the role of schoolboy. The relationship between primary and kindergarten. Components of school maturity and their assessment. Postponement

school attendance.

13. Relationship between family and school. Building parent-teacher, parent-school relationships. The family as an educational factor.

Communication between family and primary school and forms of cooperation. Direct and indirect interventions

parents to work as a "schoolboy".

#### **State exam syllabus:**

#### **Recommended literature:**

BELEŠOVÁ, M. 2018. Primárne vzdelávanie v teórii a v praxi. Bratislava: Univerzita Komenského.

KOLLÁRIKOVÁ, Z., PUPALA, B. et al. 2010. Predškolská a elementárna pedagogika. Praha: Portál.

KOŽUCHOVÁ, M. a kol. 2019. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského.

MAREŠ, J., KŘIVOHLAVÝ, J. 1995. Komunikace ve škole. Brno: MU.  
 TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus.  
 ZELINA, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN.  
 Štátny vzdelávací program pre 1. stupeň základnej školy v Slovenskej republike. ISCED1 – Primárne vzdelávanie. 2008. Bratislava: Štátny pedagogický ústav. Inovovaný vzdelávací program z roku 2014.

**Languages necessary to complete the course:**

Slovak language

**Last change:** 13.11.2022

**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.KPEP/M-UPVex221/22	<b>Course title:</b> Enviromental education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form 10 hours of seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10S (2 credits): 10 hours of direct teaching; 20 hours of preparation of a seminar work in the form of an analysis of professional literature on a chosen environmental topic, expression of a critical attitude to the given issue and, last but not least, in the form of preparation of an activity by which the student will introduce the issue of the environmental problem to pupils of young school ages; 13 hours of preparation for the ongoing assessment in the form of a presentation of a seminar paper with a selected environmental issue; 12 hours of self-study A total of 60 hours of student work. Education methods: presentation of seminar work, problem solving by students, discussion of the discussed topic, activating methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course will be completed: a) defence of a semester thesis with the content of current environmental problems in the territory of the Slovak Republic as well as environmental problems that are solved worldwide with a maximum value of 20 points b) processing it in the form of an analysis and critical assessment of the selected environmental issue and its application to primary education with a maximum value of 80 points. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be granted to a student who gets less than 40 points from the prepared seminar	

work and does not defend the work. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.

The rating is given on a scale:

A (100-91%, excellent - excellent results), excellent performance, the student knows how to work excellently with professional literature dealing with current environmental problems not only on the territory of the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create suitable activating methods for a given environmental problem usable in pedagogical practice of primary education

B (90-81%, very good - above average standard), very good performance, the student knows how to work with professional literature dealing with current environmental problems not only on the territory of the Slovak Republic but also at the global level very well, but critical thinking in the field of environmental studies is borderline, but it can create appropriate activating methods for a given environmental problem that can be used in pedagogical practice of primary education

C (80-73%, good – ordinary reliable work), good performance, although the student knows how to work well with professional literature dealing with current environmental problems not only on the territory of the Slovak Republic but also at the global level, but critical thinking in the field of environmental studies partially is absent, but can create appropriate activating methods for a given environmental problem that can be used in pedagogical practice of primary education

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student can only partially work with professional literature dealing with current environmental problems not only in the territory of the Slovak Republic but also at the global level, critical thinking in the field of environmental studies is partially absent and can only partially apply environmental theory in the form of creating activating methods in pedagogical practice of primary education

E (65-60%, sufficient - the results meet the minimum criteria), sufficient performance, the student knows how to work with professional literature dealing with current environmental problems not only in the territory of the Slovak Republic but also at the global level at a minimum level, critical thinking in the field of environmental studies however, it is absent and its ability to apply environmental theory in the form of creating activating methods in pedagogical practice of primary education is minimal

Fx (59-0%, insufficient – additional work is required), insufficient performance, the student is not able to work with professional literature dealing with current environmental problems not only on the territory of the Slovak Republic but also at the global level, nor to critically evaluate environmental problems and is not able to apply environmental theory in the form of creating activating methods in pedagogical practice of primary education

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

After completing the subject, the student will acquire basic information about nature protection, ensuring the quality of life and the possibility of remediation, which will subsequently enable him to solve environmental problems. He will be able to apply all this knowledge in pedagogical practice of primary education; will strengthen digital skills when searching for professional literature on a given environmental issue on appropriate professional domestic and foreign internet portals, as well as communication skills, the ability to think critically and evaluate environmental problems in society.

### **Class syllabus:**

Course outcomes of subject (content):

1. Ecology. Endogenous and exogenous environmental factors. (the student can distinguish between the concepts of ecology and environmental science, knows the relationships of organisms in the environment and how endogenous and exogenous factors affect this environment)



2. Stability and biodiversity of ecosystems. Protected areas. Regulation of trophic chains. Anthropocentrism, biocentrism and ecocentrism. (the student will learn to perceive the interconnectedness of relationships in nature, the sensitivity of the stability of ecosystems, how this stability is influenced by man himself, and in the end, he will be able to adopt an attitude towards the protection of individual ecosystems for the need to preserve the balance in nature)
3. Waste management. (the student will become familiar with the issue of waste management, creation and regulation of the amount of waste in society, with the problem of black landfills, but also with the recycling process as an option to protect the environment)
4. Transport and the greenhouse effect. (the student can assess the negative impact of the use of transport on the environment and can adopt the correct attitude towards solving the problem in terms of protecting the environment in which he himself lives)
5. Environmental education at elementary school. Environmental projects of the Slovak Republic. (the student masters the inclusion of environmental education as a cross-cutting topic in the state educational program, knows how environmental education contributes to the development of the pupil's personality by acquiring the ability to understand, analyze and evaluate the relationships between man and his environment based on knowledge of the laws that govern life on Earth, to know and understand the connections between the development of the human population and the relationship to the environment in various areas of the world, to understand the connections between local and global problems and one's own responsibility in relation to the environment, ultimately the student will also become familiar with the current environmental projects of the Slovak Republic, which this education in elementary school they support and can bring the given environmental problems closer to the pupil at his mental level using appropriate activating methods)

#### **Recommended literature:**

Compulsory/Recommended readings:

CHRENŠČOVÁ, V., ELEK, Š., FUCHSOVÁ, M., MATIS, D., ŽARNOVIČAN, H. (2010).

Pracovný zošit o vode pre základné školy - nižšie sekundárne vzdelávanie : Vzdelávací program Modrá škola. Bratislava: Mladí vedci Slovenska, 31 s. ISBN 978-80-970496-2-1 [http://new.modraskola.sk/wp-content/uploads/2016/12/SV\\_doplnkoveTexty.pdf](http://new.modraskola.sk/wp-content/uploads/2016/12/SV_doplnkoveTexty.pdf)

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

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

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

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

Slovak and English language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
40,0	0,0	25,0	15,0	5,0	10,0	5,0

**Lecturers:** Mgr. Mária Fuchsová, PhD., Mgr. Miriam Adamková, PhD.

<b>Last change:</b> 21.09.2023
<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.KPEP/M-UPVex255/22	<b>Course title:</b> Gender studies in 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>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 5 hours of lecture + 6 hours of self-study; a total of 11 hours per semester, by the combined method, mostly in attendance. Student workload: 5 hours of direct teaching; 15 hours of student preparation for the interim assessment-test; 15 hours of student preparation for seminars/self-study; 20 hours of student preparation for the final test. A total of 60 hours of student work. Education methods: communication methods (discussion of the topic, guided discussion, interview, explanation, exchange of opinions), cooperative methods (work in small groups), methods of working with the text (work with specialist literature, brainstorming, critical thinking (critical argumentation, critical debating, critical writing, critical structuring of knowledge), work with visual material.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: During the semester, the student submits a seminar paper with a maximum of 20 points (min. 5 points). The student takes a mid-term test focused on theoretical principles with a maximum of 20 points (min. 10 points) and the student also takes a final test with a maximum of 60 points (min. 40 points). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than half of the points in any of the four conditions. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good – above average standard), C (80-73%, good - regular reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient – the results meet the minimum criteria),	

Fx (59-0%, insufficient - more additional work required)

A-excellent performance, the student knows, controls, creates and critically evaluates, the student masters basic theoretical knowledge, the student is active and proactive, responds comfortably to the teacher's challenges and questions; B-very good performance, the student has mastered knowledge in the field of Gender Studies, but critical thinking is borderline, the student has mastered basic theoretical knowledge with minor deficiencies, the student is active and proactive, responds adequately to the teacher's challenges and questions; C-good performance, the student does master specific knowledge from Gender Studies, but creativity, critical thinking and the application of knowledge in practice are at a borderline level, the student responds actively to the teacher's challenges and questions, but is not active and proactive himself, does not ask questions in a solved manner issues; D- the student has a below-average level of theoretical knowledge and is able to apply them in critical thinking with problems, is not very active in teaching, does not bring new solutions, is in the role of a passive observer; E- a student's work meets the minimum criteria, he has insufficient control of theoretical knowledge, which is at a below-average level, he responds to the teacher's questions and challenges with significant inaccuracies, the student is not active and proactive and does not ask questions in the context of the problem being solved; Fx – the student's work does not meet the requirements for passing the subject in any of the required conditions and the subject must be repeated.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will acquire basic knowledge about theoretical concepts from the issue of gender studies. He will be able to characterize the forms and manifestations of gender inequality. He will gain knowledge about how gender affects the private and public space of our culture and what are the forms and manifestations of gender inequality in our society. After completing the course, the student will be able to define the basic terms of the field of gender studies, evaluate models of gender stereotypes as well as their impact on the life of an individual and society. The aim of the subject is also to acquire the ability to critically evaluate, argue and present the principle of gender in the context of knowledge from social sciences.

### **Class syllabus:**

Course outcomes of subject (content):

1. Introduction to the subject, definition of basic terms. The student knows and understands concepts such as gender/sex, gender dominance, biological determinism. The student is familiar with the gender discourse in the social sciences as a starting point for understanding the issue of gender in the environment of school systems.
2. Gender in everyday school life, hidden curriculum. The student is familiar with the school as a gender-determined space. He understands the process of socialization as well as the reproduction of the gender status quo in educational institutions. The student is able to identify elements of the hidden curriculum in teaching at the first level of elementary school.
3. Pedagogical communication, generic masculine. The student knows the principles of gender-balanced communication as well as the importance of applying gender-sensitive language. Becomes familiar with and can assess the adequacy of the use of the generic masculine in written and spoken speech. The student understands the importance of eliminating gender stereotypes in language expression.
4. Curriculum and textbooks. The student is familiar with the principle of critical analysis of textbooks as a social construct from the perspective of gender sensitivity. The student identifies gender-insensitive examples in the textbooks with the aim of reflection and the possibility of implementing subsequent corrections.

5. Gender stereotypes in the school environment. The student knows the term gender stereotype and understands the importance of their application in the school environment. He is familiar with the individual levels of occurrence of stereotypes. The student is able to identify examples of gender stereotypes in both formal and informal elementary school curriculum
6. Continuous test. Gender interactions in peer groups. The student is familiar with the form of the school classroom as a subculture (relationships, groups, hierarchies). He understands the concept of gender equality and knows the methods of its application in teaching. The student knows the concept of gender harassment as well as strategies for its elimination in the school environment.
7. Tolerance of "otherness". The student can identify gender-expected behavior and gender-nonconforming behavior. He is able to rejudge the position of children with gender non-conforming behavior. The student is familiar with strategies for preventing bullying of children with gender non-conforming behavior.
8. Policy of equal opportunities in education /effect/. The student will become familiar with the concept of gender-neutral education and the concept of gender-sensitive teaching. The student knows and is able to apply gender-sensitive activities in education. Can identify manifestations of discrimination in the form of so-called glass escalator effect and glass ceiling effect.
9. Education for marriage and parenthood. The student is familiar with techniques for conducting a discussion with students on the topic of education for marriage and parenting, focusing on basic topics.
  - a. Guide students to gradually become aware of and adopt their gender role, taking into account the social and moral norms of mutual behavior.
  - b. Gender equality and building relationships between boys and girls.
 The student can explain the importance of the mentioned topics for the future development of students.
10. Gender and sexuality. The student can characterize the differences, but also the relationship between gender and sexuality. Can identify manifestations of premature sexuality in children of younger school age and possible causes. The student is familiar with the recommended procedures in case of suspicion of sexual abuse of a student.
11. Final test. The student can characterize the meaning of gender at the primary level of education. He knows the manifestations of gender in the formal and informal curriculum, forms of gender in teacher-pupil, pupil-pupil interaction. He is familiar with non-conforming manifestations of gender in children of younger school age. The student can apply strategies to eliminate bullying of children with gender non-conforming behavior. Controls procedures for suspected sexual abuse of a student.

#### **Recommended literature:**

Compulsory/Recommended readings:

LUKŠÍK, I., SUPEKOVÁ, M. Sexualita a rodovost'. 1. vyd. Bratislava: Humanitas, 2003. ISBN 80-89124-01-1.

JARKOVSKÁ, L. Gender před tabulí. 1. vyd. Etnografický výzkum genderové reprodukce v každodennosti školní třídy. Praha, Brno: SLON, Masarykova univerzita, 2014. ISBN 978-80-7419-119-0.

SMETÁČKOVÁ, I. 2006. Gender ve škole: příručka pro budoucí i současné učitelky a učitele. Praha: Otevřená společnost, 67 s. ISBN 80-903331- 5-X.

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

Slovak language

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 108						
A	ABS	B	C	D	E	FX
15,74	0,0	25,0	19,44	16,67	13,89	9,26
<b>Lecturers:</b> PaedDr. Róbert Osad'án, PhD.						
<b>Last change:</b> 24.09.2023						
<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.KPEP/M-UPVex312/22	<b>Course title:</b> History of schooling and 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>Type, volume, methods and workload of the student - additional information</b> Type of activities, scope (number of hours) and methods of educational activities: 5 hours of lecture + 5 hours of seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of direct teaching; 30 hours of student preparation for the interim assessment-test; 12 hours of student preparation for seminars/self-study; 48 hours of student preparation for the final test. A total of 100 hours of student work. Education methods: communication methods (discussion of the topic, guided discussion, interview, explanation, exchange of opinions), cooperative methods (work in small groups), methods of working with the text (work with specialist literature, brainstorming, critical thinking (critical argumentation, critical debating, critical writing, critical structuring of knowledge), work with visual material.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: During the semester, the student submits a seminar paper with a maximum of 20 points (min. 5 points). The student takes a midterm test with a maximum score of 20 points (min. 10 points) and also a final test with a maximum score of 60 points (min. 40 points). At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. Credits will not be awarded to a student who obtains less than half of the points in any of the four conditions. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good – above average standard), C (80-73%, good - regular reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work required)	

A-excellent performance, the student knows, controls, creates and critically evaluates, the student masters basic theoretical knowledge, the student is active and proactive, responds comfortably to the teacher's challenges and questions; B-very good performance, the student has mastered knowledge of the history of pedagogy, but critical thinking is borderline, the student has mastered basic theoretical knowledge with minor deficiencies, the student is active and proactive, responds adequately to the teacher's challenges and questions; C-good performance, the student does master specific knowledge from the history of pedagogy, but creativity, critical thinking and the application of knowledge in practice are at a borderline level, the student responds actively to the teacher's challenges and questions, but is not active and proactive himself, does not ask questions in a solved manner issues; D- the student has a below-average level of theoretical knowledge and is able to apply them in critical thinking with problems, is not very active in teaching, does not bring new solutions, is in the role of a passive observer; E - a student's work meets the minimum criteria, he has insufficient control of theoretical knowledge, which is at a below-average level, he responds to the teacher's questions and challenges with significant inaccuracies, the student is not active and proactive and does not ask questions in the context of the problem being solved; Fx – the student's work does not meet the requirements for passing the subject in any of the required conditions and the subject must be repeated.

### **Learning outcomes:**

The student will acquire basic knowledge and theoretical concepts from the history of pedagogy and will be able to characterize the forms of education and pedagogy in historical epochs. He will gain knowledge about how pedagogy influenced and influences forms of education. After completing the course, the student will be able to identify the most important personalities who influenced pedagogical thinking abroad as well as in Slovakia, as well as interpret their ideas and impact on pedagogical practice. The aim of the course is also to acquire the ability to critically evaluate, argue and present the currents of pedagogical theory in the context of contemporary thinking.

### **Class syllabus:**

Course outcomes of subject (content):

1. Education in prehistoric times. The student is familiar with the principles of education in prehistoric times based on knowledge from the field of social anthropology and history. The student knows the influence and impact of the Neolithic revolution on the formation of pedagogical thinking in ancient times.
2. Schooling and education in ancient Greece and Rome / Greece, Rome - Aristotle, Plato, Cicero, Seneca, Quintilian /. The student can identify the most important educators of antiquity in Europe as well as their basic theses that influenced pedagogical thinking in antiquity.
3. Education and education in medieval Europe. The student is familiar with the contemporary context and its influence on upbringing and education in medieval Europe. He knows the most important representatives of scholasticism and their basic pedagogical theses.
4. Schooling and education in the period of the Renaissance and humanism / Erasmus of Rotterdam, Thomas More, Juan Vives). The student understands the social changes that influenced the emergence of the Renaissance. He knows the most important pedagogues and understands their basic theses in the contemporary context. He can explain the impact of the Renaissance on the later development of pedagogical thinking.
5. Continuous test. The student knows the development of pedagogical thinking from ancient times to the period of the Renaissance and humanism and is able to classify historically the most important representatives of the mentioned historical eras. The student knows contemporary pedagogical theses that influenced pedagogical thinking. He understands the impact of social changes on contemporary pedagogical thinking.



6. Ján Amos Komenský and his pedagogical system. The student knows the basic theses of Komensky' work. Can critically evaluate its contribution to modern pedagogy. The student is familiar with the historical context of the period when Komensky created specific works and how the contemporary social situation influenced his views and pedagogical principles.
7. Schooling and education in the period of reformation and counter-reformation. The student is familiar with the reflection of social events in contemporary Europe in the pedagogical views of M. Luther, F. Melancthon, J. Sturm. He is familiar with the roots of the Counter-Reformation, Jesuit education and its specifics in today's Slovakia.
8. Schooling and education during the Enlightenment. The student knows the most important representatives of the Enlightenment, their contribution to the development of education and pedagogy. He understands the overlap of the ideas of the Enlightenment as well as their application in specific conditions on the territory of today's Slovakia.
9. Pedagogy of the 19th century. The student is familiar with the basic theses of the most important representatives of contemporary pedagogy /J. H. Pestalozzi, R. Owen, F. Froebel, J.F. Herbart, A. Diesterweg, K.D. Ushinsky/. He knows their pedagogical principles in a historical context and understands their contribution to contemporary pedagogy.
10. Pedagogy and education in Slovakia in the 19th century until the creation of Czechoslovakia. The student is familiar with specific social conditions that had an impact on education and pedagogy in Slovakia (establishment and activity of Slovak grammar schools, the Education Act of 1868). He knows the most important Slovak representatives of pedagogy (S. Ormis, I.B. Zoch, A.H. Škultéty) and their contribution to the development of education in Slovakia.
11. Final test. The student knows the development of pedagogical thinking from the Reformation to 1918. He understands contemporary pedagogical theses that influenced pedagogical thinking. He knows the most important representatives and their contribution to modern education and pedagogy.

#### **Recommended literature:**

Compulsory/Recommended readings:

KASPER, T. (2008) Dějiny pedagogiky. Praha: GRADA. ISBN 80-247-2429-4

KUDLÁČKOVÁ, B. (2010) Dejiny pedagogického myslenia. Bratislava: VEDA. ISBN 978-80-808-2303-0

ŠLÉGL, J. (2013) Dějiny výchovy dětí předškolního věku. Ústí nad Labem : Univerzita J.E. Purkyně v Ústí nad Labem. ISBN 978-80-7414-592-6. Dostupné na [http://old.projekty.ujep.cz/combiteachers/wp-content/uploads/2013/04/Slegl\\_dejiny-vych-deti-predskol-veku.pdf](http://old.projekty.ujep.cz/combiteachers/wp-content/uploads/2013/04/Slegl_dejiny-vych-deti-predskol-veku.pdf)

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

Slovak 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:**

**Last change:** 24.09.2023

**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.KPEP/M-UPVex242/22	<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> 10s <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: Scope: 10 seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Organizational form: combined (primarily full-time) Student workload: 10 hours = 10 hours of direct teaching per semester, 12 hours self-study, 20 hours for the preparation of an intermediate assignment (prepare and deliver a lesson), 18 hours preparation for the final test (to complete a written test). Total of 60 hours of student work per semester. Teaching methods: Communication methods (discussion of the topic, guided discussion, interview, interpretation, exchange of views), cooperative methods (small group work), methods of working with the text (work with literature, shared reading, paired reading, written problem solving, brainstorming, brainwriting, dramatization of the text, associative evocation of learning, concept maps, linking teaching with practice, problem solving, application of theoretical knowledge to practical examples, simulation of practice, role-playing, presentation.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Active participation in the class is required to pass the course. The course consists of continuous and a final assessment. The continuous assessment includes an assignment that the student completes during the semester. The content of the assignment is to prepare and deliver a lesson (40 points). The student has to independently prepare and submit the preparation for a lesson and also to deliver the lesson in front of the lecturer and the other participants of the course. The final assessment is a written test (60 points). Successful completion of the course is conditional on the completion of the continuous and final assessment tasks. The student is admitted to write the final test under the condition of submitting the continuous assessment task. The condition for successful completion of the course is obtaining a minimum of 60 points out of the maximum possible grade for the course.	

A grade of A requires a minimum of 91 points, a grade of B requires a minimum of 81 points, a grade of C requires a minimum of 73 points, a grade of D requires a minimum of 66 points, and a grade of E requires a minimum of 60 points.

The rating is awarded on a scale:

A (100-91%, excellent - outstanding)

The student knows/manages/applies/analyzes/critically evaluates/creates.

Student receives stimuli, responds, appreciates values, and integrates values.

B (90-81%, very good - above average standard)

Student knows/manages/applies/analyzes, but critical thinking and creativity is borderline.

Student receives stimuli, responds, and appreciates values, but integration of values is borderline.

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

Student knows/manages/learns but cannot apply to practice.

Student takes cues, responds, and appreciates values.

D (72-66%, satisfactory - acceptable performance)

Student knows/learned to describe, interpret, explain in own words

Student receives stimuli and responds.

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

Student knows/learned to the minimum required level

Student accepts stimuli.

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

Student must retake the course in the next semester.

Specification of course completion conditions:

1. PREPARING AND DELIVERING A TEACHING LESSON (40 points)

2. WRITTEN TEST (max. 60 points)

1. PREPARING AND DELIVERING A TEACHING LESSON (40 points)

The student will develop, present and deliver the lesson. The preparation and delivery of the lesson is carried out in the form of pair work (the teacher divides the students into pairs). The pair of students chooses the grade level for which they will prepare the lesson (kindergarten, primary school, school children's club). They choose the age group (grade). The preparation and implementation of the lesson will depend on these parameters. The pair of students will choose the content of the lesson. The content of the lesson can be: a human right (e.g.: the right for life, the right for freedom of expression, the right to own property, the right to preserve human dignity, etc.), a group of human rights (e.g.: civil rights, political rights, etc.), a key term related to human rights (e.g.: tolerance/intolerance, empathy, protection of rights, pro-social behavior, etc.). The title of the topic and the content of the lesson must correspond to the current educational objectives. The preparation of the lesson must respect the didactic principles of teaching (principle of awareness and activity, principle of illustration, principle of appropriateness, principle of systematicity, principle of scientificity, etc.). The preparation must correspond to the school law and the chosen national curriculum.

The written preparation must include:

1. The title of the lesson topic (must be clear, concise and precisely defined)

2. Key terms (related to the content of the topic, stated as nouns in the nominative singular or plural)

3. School/Educational institution, (grade of education), year.

4. Educational objectives (general objective and specific objectives). Educational objectives shall be formulated in infinitive. Educational objectives must respect the taxonomy of objectives (cognitive, affective and psychomotor domains). Specific objectives should meet the requirements of: consistency, appropriateness, clarity, auditability, etc. Educational objectives can be defined by students through:

- knowledge (which specific knowledge should the child/pupil know and be able to do?)

- abilities/skills (which specific skills/abilities should the child/pupil acquire, master?)
- competences (which specific key competences should the child/pupil develop?)
- values (which specific values is the child/pupil to acquire? Which moral norms should the child/pupil acquire?)
- attitudes (which attitudes should the child/pupil apply in his/her actions?)

5. Educational methods. Students should mainly focus on activating educational methods when setting up their preparation.

6. Teaching aids and resources. Students will list the specific aids and resources that will be used in the lesson.

7. Description of the phases of the lesson/description of the methodological procedure

- description of the phases (motivation, exposure, fixation, diagnosis)

- description of the input-process-output of the lesson

8. Annexes (pedagogical documentation, own didactic aids, etc.). The annexes may include various didactic materials, photographs, notes, reflections, photocopied documents and other documentation.

9. Literature used. Students should list the literature that was used in the preparation of the lesson. The list of literature used is given according to the citation standard ISO 690 and ISO 690-2.

The student uploads the presentation via MS Teams, to the notebook for the teaching subjects, to the bookmark called preparation and implementation of the lesson (or to Moodle Pdf. UK in the form of assignments).

## 2. WRITTEN TEST (max. 60 points)

The student will prepare a written test. The content of the written test is individual lectures from the subject Human Rights Education (the basic topics of the lectures are listed in the course outline).

The test consists of 15 closed questions with one or more multiple-choice answers. The maximum number of points that a student may obtain for the test is 60. Each question is graded separately and a student may receive a maximum of 4 points for completing it correctly. The scores from the test and the continuous assessment will be totalled by the instructor to determine the final grade for the course.

### **Learning outcomes:**

Course outcomes of subject (content):

Learning outcomes: after completing the course, the student understands the basic theoretical foundations of human rights education. After completing the course, the student can explain human rights as an idea of higher law. The student is able to define the basic concepts such as: natural right, human right, civil right and can name the three generations of human rights. The student can explain and understand the system of protection of human rights at regional, national and international levels. The student is able to navigate the basic documents on human rights and the rights of the child. The student is able to critically analyze the universalism of human rights, to argue and take a position on situations of human rights violations in the school environment, in the country and in the world. The student can understand the process of implementation of human rights and child rights in the educational process and can design a range of activities focused on the issue of human rights and child rights development.

### **Class syllabus:**

Brief outline of the course:

In the course, the student will be introduced to the following topics:

1. Introduction to human rights. Definition of basic concepts: human rights, fundamental rights and freedoms, civil rights.

2. Rights and duties. Universality, non-justiciability, indivisibility, non-discrimination and equality of human rights.

3. Subdivision of fundamental human rights and freedoms according to content and subject.
  4. Universal Declaration of Human Rights.
  5. Three generations of human rights. Historical development of rights.
  6. The Constitution of the Slovak Republic and human rights.
  7. The system of protection of human rights and freedoms at the national and international level.
  8. Rights of the child in the context of the Convention on the Rights of the Child. Implementation of the human rights of the child in the school environment.
  9. Recent trends in human rights education.
  10. Assertive behaviour. Pro-social education.
- Conclusion/evaluation.

**Recommended literature:**

Compulsory/Recommended readings:

MISTRÍK a kol. 2001. Občan a občianstvo. Veľký Biel: Pope Print, 2001. ISBN 80-96826-6-9.

POLLMANN, A, LOHMANN, G. 2017. Ľudské práva. Interdisciplinárna príručka. Bratislava: Kalligram, 2017. ISBN 978-80-8101-960-9.

RAPOŠ, I. 1994. Výchova k ľudským právam. Príručka pre učiteľov. Bratislava: Minority Rights Group Slovakia, 1994. ISBN 80-967169-0-5.

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

VARGOVÁ, D. 2008. Implementácia problematiky ľudských práv do edukačného procesu. Bratislava: PdF UK., 2008. ISBN 978-80-89141-14-2.

Všeobecná deklarácia ľudských práv (1948), Európsky dohovor o ochrane ľudských práv a slobôd (1953), Dohovor o právach dieťaťa (1989), Ústava SR (1992).

**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. Veronika Valkovičová, PhD.

**Last change:** 24.09.2023

**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.KPEP/M-UPVex151/22	<b>Course title:</b> Inclusion pedagogy in theory and practice of primary education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 5 hour of lecture + 5 hour of seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 5 hours of lecture + 5 hours of seminar, a total of 10 hours per semester, combined form; (primarily distance) Student workload: 10 hours of direct teaching; 30 hours of student preparation for the interim assessment-test; 11 hours of student preparation for seminars/self-study; 48 hours of student preparation for the final test. A total of 100 hours of student work. Education methods: communication methods (discussion of the topic, guided discussion, interview, explanation, exchange of opinions), cooperative methods (work in small groups), methods of working with the text (work with specialist literature, brainstorming, critical thinking (critical argumentation, critical debating, critical writing, critical structuring of knowledge), work with visual material.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The subject is completed by an exam, the ratio of interim and final evaluation is 50/50. In order to successfully complete the subject, it is necessary to obtain a minimum of 60 points from the seminar work and the final test together. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 71 points for a C grade, at least 61 points for a D grade, and at least 51 points for an E grade. The rating is given on a scale: A (100-91%, excellent - excellent results, student knows/masters/creates/critically evaluates), B (90-81%, very good - above average standard, student knows/masters, but critical thinking is borderline), C (80-71%, good - regular reliable work, the student does know/learned, but can't apply it in practice),	

D (70-61%, satisfactory - acceptable results, student knows/learned satisfactorily, but cannot apply in practice),  
 E (60-51%, sufficient - the results meet, the student meets the minimum criteria in terms of acquired knowledge, does not know how to apply it in practice),  
 Fx (50 – 0%, insufficient – further work is required, the student does not meet the set criteria, cannot apply in practice).  
 Scale of assessment (preliminary/final): 50/50

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Students will acquire adequate theoretical knowledge and practical skills, they will be able to apply the acquired knowledge and skills in the pedagogical process with the aim of inclusive education of children from socially disadvantaged groups as well as children of foreigners. Students will become familiar with the specifics of the education of the mentioned groups in the system of ordinary schools in the Slovak Republic. They will then be able to apply the acquired knowledge in pedagogical practice as a teacher or pedagogical assistant. The following transferable skills are also developed within the course: communication skills, abstract and critical thinking skills, creativity, digital skills, analytical skills, metacognitive skills and interpersonal skills.

### **Class syllabus:**

Course outcomes of subject (content):

1. integration, inclusion, environmental typology, socialization, social environment/, which are used as a starting point for the researched issue.
2. Inclusive education (theoretical foundations). The student is familiar with the forms and degrees of school inclusion. He knows the pedagogical dilemmas of inclusive education. The student understands the perspectives and possibilities of inclusive education in the Slovak Republic.
3. Inclusive education of pupils from a socially disadvantaged environment. The student is familiar with the goals of inclusive education. Can identify the main actors of inclusive education. Knows and understands the principles and conditions as well as the barriers and risks of inclusive education.
4. Diagnosing the pupil and the pupil's family environment. The student knows the methods that can be used in diagnosing the student and the student's family environment. He is familiar with the issue of assessing the social riskiness of the family.
5. Socially disadvantageous environment. The student knows the criteria and determinants of the creation of a socially disadvantageous environment. He knows the categorization of a child/pupil from a socially disadvantaged environment. The student is familiar with the specifics of students from a socially disadvantaged environment
6. A student from a socially disadvantaged environment in the school environment. The student is familiar with current problems and risks in the education of students from socially disadvantaged backgrounds. He knows the conditions of education of pupils from a socially disadvantaged environment. The student understands the role of pedagogical and professional staff in the education of pupils from a socially disadvantaged environment.
7. Inclusion of foreign children in Slovak schools. The student is familiar with the theoretical basis of inclusive education of children of foreigners. He knows the conditions for inclusive education in Slovak schools
8. Organizational and methodological procedures in the education of children of foreigners. The student knows and understands the teacher's preparation, which includes a conversation with the child. He masters the child's preparation options and knows how to develop a child's profile in order to identify his educational needs.
9. Organizational and methodological procedures in the education of children of foreigners. The student knows and understands the preparation of the class team. He is familiar with examples

of preparations of the class team. He can anticipate the potential risks of including children of foreigners in the classroom.

10. Organizational and methodological procedures in the education of children of foreigners. The student is familiar with the specifics of preparing lessons for the education of children of foreigners. Manages the preparation of educational plans. He knows the methods of assessment that are appropriate to apply in the education of children of foreigners.

11. Final test. In the test, the student presents knowledge of the issue of inclusive education of children from socially disadvantaged backgrounds as well as inclusive education of children of foreigners. The test will focus on basic terminology, principles, possibilities, barriers, limits and its application in pedagogical practice.

#### **Recommended literature:**

Compulsory/Recommended readings:

DRÁĽ, P. - GAŽOVIČOVÁ, T. a. i. (2011) Vzdelávanie detí cudzincov na Slovensku: Príklady dobrej praxe, Bratislava : Centrum pre výskum etnicity a kultúry. ISBN 978-80-89008-37-7.

Dostupné na <http://cvek.sk/wp-content/uploads/2015/11/Vzdelavanie-deti-cudzincov-pr%C3%ADklady-dobrej-praxe.pdf>

ŠUHAJDOVÁ, I. (2021) Výchova detí zo sociálne znevýhodneného prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave. ISBN: 978-80-568-0358-5.

TANNENBERGEROVÁ, M. (2016) Průvodce školní inkluzí. Praha: Wolters Kluwer, ISBN 978-80-7552-008-1.

VANČÍKOVÁ, K., PORUBSKÝ, Š., KOSOVÁ, B. (2018). Inkluzívne vzdelávanie – dilemy a perspektívy. Banská Bystrica: Belianum. ISBN 978-80-557-1279-6. Dostupné na: [https://www.researchgate.net/publication/322233948\\_Inkluzivne\\_vzdelavanie\\_\\_dilemy\\_a\\_perspektivy](https://www.researchgate.net/publication/322233948_Inkluzivne_vzdelavanie__dilemy_a_perspektivy)

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

Slovak language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 153

A	ABS	B	C	D	E	FX
42,48	0,0	24,18	22,88	5,23	3,27	1,96

**Lecturers:** PaedDr. Róbert Osad'án, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex231/22	<b>Course title:</b> Intermedial visual art project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 5 hours of seminar and 5 hours of seminar/semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. scope: 2 x 5 hours of direct teaching = 10 hours, independent work (self-study) = 10 hours, processing of semester work = 25 hours, practical realization of an artistic theme from the proposed project = 15 hours. A total of 60 hours of student work. methods: discussion of the presented topic, application of theoretical knowledge to examples from practice (specific topics of intermediality will be stimuli to search for possibilities of application in educational practice), e-learning (use of Moodle), cooperation in small groups, presentation of processed topics (critical evaluation of the project proposal in the development of five lessons with the use of intermedia by a pair of students).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The subject is finished with an assessment, which consists of an activity during the seminar, the processing of the interim assignment and the processing of the topic from the assignment. A student can get a maximum of 15 points for an activity during the seminar. A maximum of 85 points can be obtained for ongoing assignments - application outputs, which are part of the management of the student's subject portfolio. Application outputs will include: - processing, presentation and critical evaluation of the proposal of an art project using intermedia - cooperation in pairs (maximum 60 points), - practical output - realization of an art theme from the designed project using two combined art techniques - each student individually (maximum 25 points). The rating is given on a scale: A (100-93 points, excellent - excellent results) - the student masters the theory, understanding theoretical starting points and their connections, applies understanding in presenting didactic decisions and methodological procedures, can critically justify the presented procedures in the project, brings valuable suggestions for solutions to application tasks in the design project and during the discussion during the seminar,	

B (92-85 points, very good - above average standard) - the student has mastered the theory, understanding the theoretical starting points and their connections, there are minimal inaccuracies when justifying the application proposals of the project and during the discussion,

C (84-77 points, good - ordinary reliable work) - the student masters the theory, understanding the theoretical starting points, the presentation of the practical output is adequate, the lower level is manifested in the understanding of the context in the context of the application proposals of the project and in the activity during the discussion,

D (76-69 points, satisfactory - acceptable results) - the student does not fully master the theory, in the application of didactic decisions there are topics inconsistent with the requirements of the assignment, the activity during the seminar does not have an adequate benefit and is minimally represented, the student can adequately present the practical output of the project, but in the proposed project there are significant inaccuracies of a didactic and methodological nature,

E (68-60 points, sufficient - the results meet the minimum criteria) - the student shows significant inaccuracies in his understanding of the processing of the assignment in the knowledge and application of the topics in the presentation of the project proposal, the activity during the seminar is not recorded, there are significant inaccuracies of a didactic and methodological nature in the proposed project, the student can incompletely present the practical output from the project, the results are at a very low level,

Fx (59-0 points, insufficient - additional work is required) - the student's knowledge and skills are below the threshold of meeting the minimum criteria for awarding a successful assessment.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The main goal of the subject is for the student to be able to integrate intermediality into the educational practice of primary education in the form of using various forms, including combined art techniques and planning an art project.

After completing the course, the student will acquire the following knowledge:

- knows intermediate art, static and dynamic forms of expression,
- knows the combined art techniques that are part of intermedia,
- knows the basic characteristics of the project method,
- knows the differences between project and thematic teaching,
- know and understand the basic forms of intermedia, the specifics of intermedia forms and their applicability in educational practice at the primary level of education.

After completing the subject, the student will acquire the following skills:

- masters several art techniques,
- is able to realize an art theme from a designed project using two combined art techniques.

After completing the course, the student will acquire the following competencies, including transferable skills:

- can assess the choice of art technique when processing a specific subject,
- can apply didactic and methodical procedures with the application of the project method,
- is able to reflect and critically evaluate own and others' proposals of processed art project subjects within the framework of a micro performance,
- applies interpersonal competences,
- applies communication skills (can present a proposal, discuss, ask questions),
- applies critical thinking (can critically assess and justify proposals).

### **Class syllabus:**

Course outcomes of subject (content):

- Intermedia (new media), types of intermedia. Intermedia art in static and dynamic form. Visualized demonstrations and examples of the implementation of selected forms.

- The distinction between traditional and modern art in the historical context and its connection with the emergence of intermediality. Visualized topics as stimuli for discussion.
- Art techniques in primary education. The importance of choosing an art subject and art technique – examples from practice.
- Traditional art techniques. Combined art techniques and their applicability in educational practice – implementation of specific educational activities.
- Art education in cross-subject relationships. The difference between thematic and project teaching.
- An intermedia art project and its educational potential. Presenting and reflecting on the processed designs of the art project and the processed subject of the project using selected combined art techniques.

### **Recommended literature:**

Compulsory/Recommended readings:

Roeselová, V. (1997). Řady a projekty ve výtvarné výchově. Praha: Sarah. (selected parts of chapters).

Valachová, D. (2021). VytUm. Bratislava: Univerzita Komenského.

[https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5\\_OP\\_ludske\\_zdroje/metodiky\\_ucprax/kvv/AFX7\\_VytUm\\_metodika\\_Valachova.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kvv/AFX7_VytUm_metodika_Valachova.pdf) (selected chapter)

Štátny vzdelávací program primárne vzdelávanie – 1. stupeň základnej školy [online]. Bratislava: ŠPÚ, 2015.

[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp\\_pv\\_2015.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_pv_2015.pdf)

Výtvarná výchova v primárnom vzdelávaní [online]. Bratislava: ŠPÚ, 2015. [https://www.statpedu.sk/archiv/SVP/inovovany-statny-vzdelavaci-program/1-stupen-zs/vytvarnavychova\\_pv\\_2014.pdf](https://www.statpedu.sk/archiv/SVP/inovovany-statny-vzdelavaci-program/1-stupen-zs/vytvarnavychova_pv_2014.pdf)

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

Slovak and Czech language

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
60,94	0,0	26,56	10,94	0,0	0,0	1,56

### **Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex231/22	<b>Course title:</b> Intermedial visual art project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 5 hours of seminar and 5 hours of seminar/semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. scope: 2 x 5 hours of direct teaching = 10 hours, independent work (self-study) = 10 hours, processing of semester work = 25 hours, practical realization of an artistic theme from the proposed project = 15 hours. A total of 60 hours of student work. methods: discussion of the presented topic, application of theoretical knowledge to examples from practice (specific topics of intermediality will be stimuli to search for possibilities of application in educational practice), e-learning (use of Moodle), cooperation in small groups, presentation of processed topics (critical evaluation of the project proposal in the development of five lessons with the use of intermedia by a pair of students).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The subject is finished with an assessment, which consists of an activity during the seminar, the processing of the interim assignment and the processing of the topic from the assignment. A student can get a maximum of 15 points for an activity during the seminar. A maximum of 85 points can be obtained for ongoing assignments - application outputs, which are part of the management of the student's subject portfolio. Application outputs will include: - processing, presentation and critical evaluation of the proposal of an art project using intermedia - cooperation in pairs (maximum 60 points), - practical output - realization of an art theme from the designed project using two combined art techniques - each student individually (maximum 25 points). The rating is given on a scale: A (100-93 points, excellent - excellent results) - the student masters the theory, understanding theoretical starting points and their connections, applies understanding in presenting didactic decisions and methodological procedures, can critically justify the presented procedures in the project, brings valuable suggestions for solutions to application tasks in the design project and during the discussion during the seminar,	

B (92-85 points, very good - above average standard) - the student has mastered the theory, understanding the theoretical starting points and their connections, there are minimal inaccuracies when justifying the application proposals of the project and during the discussion,

C (84-77 points, good - ordinary reliable work) - the student masters the theory, understanding the theoretical starting points, the presentation of the practical output is adequate, the lower level is manifested in the understanding of the context in the context of the application proposals of the project and in the activity during the discussion,

D (76-69 points, satisfactory - acceptable results) - the student does not fully master the theory, in the application of didactic decisions there are topics inconsistent with the requirements of the assignment, the activity during the seminar does not have an adequate benefit and is minimally represented, the student can adequately present the practical output of the project, but in the proposed project there are significant inaccuracies of a didactic and methodological nature,

E (68-60 points, sufficient - the results meet the minimum criteria) - the student shows significant inaccuracies in his understanding of the processing of the assignment in the knowledge and application of the topics in the presentation of the project proposal, the activity during the seminar is not recorded, there are significant inaccuracies of a didactic and methodological nature in the proposed project, the student can incompletely present the practical output from the project, the results are at a very low level,

Fx (59-0 points, insufficient - additional work is required) - the student's knowledge and skills are below the threshold of meeting the minimum criteria for awarding a successful assessment.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The main goal of the subject is for the student to be able to integrate intermediality into the educational practice of primary education in the form of using various forms, including combined art techniques and planning an art project.

After completing the course, the student will acquire the following knowledge:

- knows intermediate art, static and dynamic forms of expression,
- knows the combined art techniques that are part of intermedia,
- knows the basic characteristics of the project method,
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- know and understand the basic forms of intermedia, the specifics of intermedia forms and their applicability in educational practice at the primary level of education.

After completing the subject, the student will acquire the following skills:

- masters several art techniques,
- is able to realize an art theme from a designed project using two combined art techniques.

After completing the course, the student will acquire the following competencies, including transferable skills:

- can assess the choice of art technique when processing a specific subject,
- can apply didactic and methodical procedures with the application of the project method,
- is able to reflect and critically evaluate own and others' proposals of processed art project subjects within the framework of a micro performance,
- applies interpersonal competences,
- applies communication skills (can present a proposal, discuss, ask questions),
- applies critical thinking (can critically assess and justify proposals).

### **Class syllabus:**

Course outcomes of subject (content):

- Intermedia (new media), types of intermedia. Intermedia art in static and dynamic form. Visualized demonstrations and examples of the implementation of selected forms.

- The distinction between traditional and modern art in the historical context and its connection with the emergence of intermediality. Visualized topics as stimuli for discussion.
- Art techniques in primary education. The importance of choosing an art subject and art technique – examples from practice.
- Traditional art techniques. Combined art techniques and their applicability in educational practice – implementation of specific educational activities.
- Art education in cross-subject relationships. The difference between thematic and project teaching.
- An intermedia art project and its educational potential. Presenting and reflecting on the processed designs of the art project and the processed subject of the project using selected combined art techniques.

### **Recommended literature:**

Compulsory/Recommended readings:

Roeselová, V. (1997). Řady a projekty ve výtvarné výchově. Praha: Sarah. (selected parts of chapters).

Valachová, D. (2021). VytUm. Bratislava: Univerzita Komenského.

[https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5\\_OP\\_ludske\\_zdroje/metodiky\\_ucprax/kvv/AFX7\\_VytUm\\_metodika\\_Valachova.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Veda/5_OP_ludske_zdroje/metodiky_ucprax/kvv/AFX7_VytUm_metodika_Valachova.pdf) (selected chapter)

Štátny vzdelávací program primárne vzdelávanie – 1. stupeň základnej školy [online]. Bratislava: ŠPÚ, 2015.

[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp\\_pv\\_2015.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_pv_2015.pdf)

Výtvarná výchova v primárnom vzdelávaní [online]. Bratislava: ŠPÚ, 2015. [https://www.statpedu.sk/archiv/SVP/inovovany-statny-vzdelavaci-program/1-stupen-zs/vytvarnavychova\\_pv\\_2014.pdf](https://www.statpedu.sk/archiv/SVP/inovovany-statny-vzdelavaci-program/1-stupen-zs/vytvarnavychova_pv_2014.pdf)

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

Slovak and Czech language

### **Notes:**

### **Past grade distribution**

Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
60,94	0,0	26,56	10,94	0,0	0,0	1,56

### **Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex301/22	<b>Course title:</b> Kid friendly programming languages
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of training activities Scope, type/method of teaching and organisational form Range: 10S; 10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Type/method of teaching: seminar Organizational form: part-time, one-disciplinary study Method of study: in a combined form; (primarily remotely). As part of blended learning, the LMS MOODLE will be used. Student workload (full-time form) Direct teaching: 10 hours Implementation of partial (distance) tasks: 8 hours x 5 (distance tasks): 30 hours Preparation for interim evaluation (development of a semester project): 20 hours Total student workload: 2S (2 credits) – 60 hours Teaching methods Monologue methods – lecture, interpretation of the curriculum, Dialogic methods – interview, discussion Constructivist methods: working in small groups; problem solving tasks, project Guided self-study – processing of sub-tasks according to the lecturer's assignment during the semester and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the subject # active participation in seminars conducted by both face-to-face and distance teaching methods; # processing of partial (distance) outputs/tasks according to the lecturer's assignment during the semester from selected thematic areas and their transmission in electronic form within the specified period, which the instructor continuously checks and evaluates, accounts for 80% of the total achievable value of points; The submission of subtasks is a condition for the award of credits;	

# development of a semester project – the student creates a program in a children's programming language (for example, Scratch, Ozoblockly, BlueBot, etc.) and a set of activities for primary school pupils with programmable robotic toys in accordance with the requirements of computer science teaching at the primary level of primary education; The project will be developed and presented by students in teams of two or three. The successful implementation and defence of the project accounts for 20% of the total achievable value of the points and is a condition for the award of credits.

The rating is given on a scale of:

A (100-91%, excellent – excellent results),

B (90-81%, very well – above average standard),

C (80-73%, well – normal reliable work),

D (72-66%, satisfactory – acceptable results),

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

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

To successfully complete an educational subject, it is necessary to obtain at least 60% of the score.

### **Learning outcomes:**

Learning outcomes

The aim of the educational discipline Children's Programming Languages is to develop in students of the study program Preschool and Elementary Pedagogy (at the 1st level of higher education) at the Faculty of Education of the Comenius University (hereinafter referred to as PdF UK) the basics of algorithmization of problems and their implementation in the environment of children's programming environments and programmable children's robotic toys.

By completing the educational discipline Children's Programming Languages, the student has the competence and digital skills to effectively use children's programming languages and programmable children's robotic toys in teaching at the 1st grade of primary school, not only in computer science classes, but also in other subjects.

By completing the educational discipline, the student gets an overview of the latest trends in computer science teaching at the primary level of primary school and didactic competencies about the possibilities of using children's programming languages.

By completing the educational discipline Children's Programming Languages, the student acquires professional digital competences to design teaching aimed at developing critical and analytical thinking, or acquires the ability to use children's programming languages and programmable children's robotic toys as an educational environment for other subjects.

Last but not least, by completing the educational discipline Children's Programming Languages, the student has the capabilities and digital skills to effectively use the environment of children's programming languages and programmable children's robotic toys for planning and implementing a constructivist digital environment for teaching.

### **Class syllabus:**

Brief outline of the subject:

The content of the educational discipline Children's programming languages is divided into four thematic areas and corresponding sub-themes so as to ensure the achievement of the specified particular goals of education. The content structure of the educational discipline is designed in such a way that the student continuously develops his didactic-technological competencies in the field of selected didactic software applications by completing educational topics organized in a face-to-face and distance form, while strengthening his training in the field in question.

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



#### Themes:

1. Pedagogical software and microworlds - classification and use. An overview of the current state of play.
2. Emil3 programming language – objectives and methodology of the programming language. Getting acquainted with the environment Svet1 – Emil collector. Educational goals: cooperation of pupils in solving tasks in a couple, discussion of the procedure and solution, exploring how we manage Emil, what moves he can make, how he signals a problem, how he performs the action. Getting to know the overall navigation in the Emil environment (choice of world, choice of task group, etc.) The collection of objects, a certain selection of objects according to a given criterion, thinking about both alternative procedures and the order in which objects are collected.
3. Emil3 programming language, Svet2 – Emil administrator. Learning objectives: Exploring Emil's new way of managing it, getting to know the possibilities of his movement in this world, getting to know the command recorder, seeing it as a record of steps he can further work with, the number of steps (windows) on the panel as an important factor and limitation, exploring the light bulb and the bush – the tools by which Emil can change the state (situation) on the desktop.
4. Programming language Emil3, Svet3 – Emil artist. Learning objectives: Exploring the next new world and the possibilities of Emil moving in it, getting to know a new type of tools with which Emil puts colored parts in the area. Discovery of a new way to move Emil from row to row, or from column to column (so-called teleporting). Thinking about repeating patterns on the desktop, thinking about the order of prints on one box. Work with a limited or unlimited number of steps in solving tasks.
5. Emil4 programming language - the objectives and methodology of the programming language. Educational goals: Getting to know the new world and the first basic commands for Emil. Explore and adopt a new way of controlling Emil using the commands left and right and what follows from it. Understand and be able to use the panel with the recording of executed commands (to the left of Emil's desktop).
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#### Recommended literature:

##### Recommended literature:

Kalaš, I. a kol. (2021). Informatika s Emilom 4 Metodická príručka. Bratislava. Indícia. ISBN: 978-80-89859-68-9 online [https://www.robotemil.com/wp-content/uploads/2021/06/metodicka-prirucka-E4\\_SK\\_FINAL3.pdf](https://www.robotemil.com/wp-content/uploads/2021/06/metodicka-prirucka-E4_SK_FINAL3.pdf)

Kalaš, I. a kol. (2019). Metodický materiál - Emil 3 (1. svet), online <https://www.robotemil.com/wp-content/uploads/2019/07/Emil-metodick%C3%BD-materi%C3%A1l-svet-1.pdf>

Kalaš, I. a kol. (2019). Metodický materiál - Emil 3 (2. svet) online <https://www.robotemil.com/wp-content/uploads/2019/07/Emil-metodick%C3%BD-materi%C3%A1l-svet-2.pdf>

Kalaš, I. a kol. (2019). Metodický materiál - Emil 3 (3. svet) online <https://www.robotemil.com/wp-content/uploads/2019/07/Emil-metodick%C3%BD-materi%C3%A1l-svet-3.pdf>

Kostrub, D., Severini, E., Koreňová, L. (2020). Učenie sa päťročných detí využitím digitálnych technológií a robotiky v materskej škole. Siedlce: Instytut kultury regionalnej i badań literackich im. Franciszka Karpińskiego, 2020. - S. 129-154 Współczesne idee w edukacji przedszkolnej i wczesnoszkolnej: monografia wieloautorska. 1. wyd. ISBN 978-83-66597-00-6.

The basic study text for the educational content of the discipline Children's Programming Languages will be made available to students at regular intervals in electronic form through the university LMS Moodle.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

The maximum number of students per full-time study group is 20 (per instructor).

**Past grade distribution**

Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
78,26	0,0	8,7	8,7	0,0	2,17	2,17

**Lecturers:** doc. PaedDr. Lilla Koreňová, PhD.

**Last change:** 24.09.2023

**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.KPEP/M-UPVex301/22	<b>Course title:</b> Kid friendly programming languages
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of training activities Scope, type/method of teaching and organisational form Range: 10S; 10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Type/method of teaching: seminar Organizational form: part-time, one-disciplinary study Method of study: in a combined form; (primarily remotely). As part of blended learning, the LMS MOODLE will be used. Student workload (full-time form) Direct teaching: 10 hours Implementation of partial (distance) tasks: 8 hours x 5 (distance tasks): 30 hours Preparation for interim evaluation (development of a semester project): 20 hours Total student workload: 2S (2 credits) – 60 hours Teaching methods Monologue methods – lecture, interpretation of the curriculum, Dialogic methods – interview, discussion Constructivist methods: working in small groups; problem solving tasks, project Guided self-study – processing of sub-tasks according to the lecturer's assignment during the semester and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the subject # active participation in seminars conducted by both face-to-face and distance teaching methods; # processing of partial (distance) outputs/tasks according to the lecturer's assignment during the semester from selected thematic areas and their transmission in electronic form within the specified period, which the instructor continuously checks and evaluates, accounts for 80% of the total achievable value of points; The submission of subtasks is a condition for the award of credits;	

# development of a semester project – the student creates a program in a children's programming language (for example, Scratch, Ozoblockly, BlueBot, etc.) and a set of activities for primary school pupils with programmable robotic toys in accordance with the requirements of computer science teaching at the primary level of primary education; The project will be developed and presented by students in teams of two or three. The successful implementation and defence of the project accounts for 20% of the total achievable value of the points and is a condition for the award of credits.

The rating is given on a scale of:

A (100-91%, excellent – excellent results),

B (90-81%, very well – above average standard),

C (80-73%, well – normal reliable work),

D (72-66%, satisfactory – acceptable results),

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

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

To successfully complete an educational subject, it is necessary to obtain at least 60% of the score.

### **Learning outcomes:**

Learning outcomes

The aim of the educational discipline Children's Programming Languages is to develop in students of the study program Preschool and Elementary Pedagogy (at the 1st level of higher education) at the Faculty of Education of the Comenius University (hereinafter referred to as PdF UK) the basics of algorithmization of problems and their implementation in the environment of children's programming environments and programmable children's robotic toys.

By completing the educational discipline Children's Programming Languages, the student has the competence and digital skills to effectively use children's programming languages and programmable children's robotic toys in teaching at the 1st grade of primary school, not only in computer science classes, but also in other subjects.

By completing the educational discipline, the student gets an overview of the latest trends in computer science teaching at the primary level of primary school and didactic competencies about the possibilities of using children's programming languages.

By completing the educational discipline Children's Programming Languages, the student acquires professional digital competences to design teaching aimed at developing critical and analytical thinking, or acquires the ability to use children's programming languages and programmable children's robotic toys as an educational environment for other subjects.

Last but not least, by completing the educational discipline Children's Programming Languages, the student has the capabilities and digital skills to effectively use the environment of children's programming languages and programmable children's robotic toys for planning and implementing a constructivist digital environment for teaching.

### **Class syllabus:**

Brief outline of the subject:

The content of the educational discipline Children's programming languages is divided into four thematic areas and corresponding sub-themes so as to ensure the achievement of the specified particular goals of education. The content structure of the educational discipline is designed in such a way that the student continuously develops his didactic-technological competencies in the field of selected didactic software applications by completing educational topics organized in a face-to-face and distance form, while strengthening his training in the field in question.

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

#### Themes:

1. Pedagogical software and microworlds - classification and use. An overview of the current state of play.
2. Emil3 programming language – objectives and methodology of the programming language. Getting acquainted with the environment Svet1 – Emil collector. Educational goals: cooperation of pupils in solving tasks in a couple, discussion of the procedure and solution, exploring how we manage Emil, what moves he can make, how he signals a problem, how he performs the action. Getting to know the overall navigation in the Emil environment (choice of world, choice of task group, etc.) The collection of objects, a certain selection of objects according to a given criterion, thinking about both alternative procedures and the order in which objects are collected.
3. Emil3 programming language, Svet2 – Emil administrator. Learning objectives: Exploring Emil's new way of managing it, getting to know the possibilities of his movement in this world, getting to know the command recorder, seeing it as a record of steps he can further work with, the number of steps (windows) on the panel as an important factor and limitation, exploring the light bulb and the bush – the tools by which Emil can change the state (situation) on the desktop.
4. Programming language Emil3, Svet3 – Emil artist. Learning objectives: Exploring the next new world and the possibilities of Emil moving in it, getting to know a new type of tools with which Emil puts colored parts in the area. Discovery of a new way to move Emil from row to row, or from column to column (so-called teleporting). Thinking about repeating patterns on the desktop, thinking about the order of prints on one box. Work with a limited or unlimited number of steps in solving tasks.
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Kalaš, I. a kol. (2019). Metodický materiál - Emil 3 (3. svet) online <https://www.robotemil.com/wp-content/uploads/2019/07/Emil-metodick%C3%BD-materi%C3%A1l-svet-3.pdf>

Kostrub, D., Severini, E., Koreňová, L. (2020). Učenie sa päťročných detí využitím digitálnych technológií a robotiky v materskej škole. Siedlce: Instytut kultury regionalnej i badań literackich im. Franciszka Karpińskiego, 2020. - S. 129-154 Współczesne idee w edukacji przedszkolnej i wczesnoszkolnej: monografia wieloautorska. 1. wyd. ISBN 978-83-66597-00-6.

The basic study text for the educational content of the discipline Children's Programming Languages will be made available to students at regular intervals in electronic form through the university LMS Moodle.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

The maximum number of students per full-time study group is 20 (per instructor).

**Past grade distribution**

Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
78,26	0,0	8,7	8,7	0,0	2,17	2,17

**Lecturers:**

**Last change:** 24.09.2023

**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.KPEP/M-UPVex016/22	<b>Course title:</b> Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: 10 PS seminar in combination with lecture + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2x 5 hours of direct teaching = 10 hours; 12 hours of self-study, 20 hours of preparing the student for the first intermediate assignment; 25 hours of preparing the student for the seminar paper; 23 hours of preparing the student for the final test; Total 90 hours of student work. Learning Methods: The initial method will be a lecture by the teacher, introducing particular topics in the field of literature for children and youth. In the author's overview of individual genres and types, authors of domestic provenance will be mainly represented, which the students may encounter in the teaching texts (readings). However, an overview of foreign authors is also available. The lecture is conceived in such a way that the reader (the recipient) is at the centre of the lecture and his/her needs and reception specifics are taken into account. Another method is the analysis and interpretation of literary texts of various genres, with emphasis on their internal structure, childlike aspect and accessibility for the child recipient. Only with the sum of theoretical knowledge is the student able to conduct and organize the teaching process in a coordinated way in future pedagogical practice. The follow-up method is the dialogue of students with the teacher and the dialogue in a group of students about the disputable points of the texts and works discussed. The ability to conduct a cultivated dialogue also strengthens students' speaking skills and communicative competences.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: During the semester, the student will submit one interpretation of a shorter literary excerpt with a maximum of 20 points. In addition, the student will submit a 12-page term paper with a maximum grade of 30 points. Finally, he/she will take a final test with a maximum mark of 50 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a	

minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. The grade is awarded on a scale:

A (100-91%, excellent - outstanding),

B (90-81%, very good - above average standard),

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

D (72-66%, satisfactory - acceptable results),

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

Fx (59-0%, inadequate - additional work required)

A-excellent performance, the student has an excellent command of the knowledge of literary theory and genre typology of children's literature, he/she can fully apply it in didactic practice; B-excellent performance, the student can fully apply the knowledge of text typology as well as his/her interpretive skills, his/her knowledge shows only minor deficiencies; C-average performance, the student's ability to interpret texts is at an average level, the student works conscientiously, but without a deeper interest in the text; D- the student can only interpret texts with great difficulty, he/she is deficient in his/her understanding and application of basic literary theoretical concepts ; E- the student's work meets only minimal criteria, his/her interpretive work with the text is at a very low level; Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for him/her to retake the course.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

By completing the course, the student will acquire basic knowledge of the theory of genres, with particular emphasis on literature for children and youth as a subsystem of fiction literature and its poeological specifics. The student will gain an overview of the most important authors of individual genres of literature for children and youth in the Slovak environment and will become acquainted with the most important texts of the given subsystem of fiction literature. The student will learn the specifics necessary when working with a reader in each year of primary education. The course is primarily interpretation-oriented, as interpretation is considered to be the key to didactic work with texts. Last but not least, students also hone their transferable skills: the ability to communicate and organize (literary) and educational activities in primary education. As part of the development and refinement of digital skills and digital literacy, students will gain an overview of relevant internet resources with which they can expand their knowledge of literature.

Assessment Stages:

The first interim assignment will be a short interpretive essay, addressing a selected text. This will be based on a subjective reading, but must be sufficiently well argued. The aim of the intermediate assignment is to cultivate students' expressions of their opinions about the literary texts they have read, as this is one of the skills they will be honing in their future teaching practice with their pupils.

The second interim assignment will be a term paper in which the student will comprehensively analyse a selected literary work. They will assess its structure, didactic potential, as well as its applicability in primary education. The assessment will focus on professional knowledge and accuracy of expression.

The last assignment will be a final test, verifying in particular the knowledge of genre typology and the work of authors dedicated to children's and young people's literature.

### **Class syllabus:**

Course outcomes of subject (content):

1.The Constituting of Classical Fiction Literature for Children and Youth, Theoretical and Poetological Foundations (F. Miko, V. Obert, R. Rusňák)



In the introductory part of the course, the basic concepts and their characteristics will be introduced: literature for children and youth, the child aspect in literature, the model reader and the phases of children's reading, the function and mission of literary education in education. At the same time, key personalities who have shaped the thinking about literature and the child reader in the Slovak environment will be presented.

2. Folk tale, poetics and typology. Intentional reputation for children and youth in the 20th century. Overview of authors (M. Ďuričková, R. Moric, M. Ferko)

The next chapter will introduce the genre of the short story, the basic terminology (zoomorphy, anthropomorphisation, the genre's connection with physical realities and natural geography) and will also introduce the authors who have worked on the genre in the Slovak environment and who have shaped its form.

3. The folk and author's fairy tale: its status and characteristics. Overview of authors (J. Uličiansky, D. Hevier, K. Bendová, G. Futová, E. J. Groch)

The next chapter is devoted to the folk (folklore) fairy tale in the Slovak national context, collectors and disseminators of folk tales and the connection of the genre with folklore. The folk tale is presented in comparison with the modern author's fairy tale, with a strong representation of imaginativeness and disturbing the natural ontology of things and phenomena within the genre. Likewise, the chapter includes an overview of the authorial personalities devoted to the genre.

4. The subversive model of the author's fairy tale and its relation to archetypal texts (D. Taragel, V. Klimáček, Ľ. Feldek)

The following chapter is devoted to the subversive and postmodern form of the fairy tale, disrupting the archetypal forms of the genre, with a specific involvement of comic elements, often reaching the border of nonsense. It is a highly productive type of genre category, attractive also to readers of a given age, and therefore it is given special attention in the seminar.

5. Social prose for children (K. Jarunková, M. Ďuričková, T. Lehenová, G. Futová, J. Blažková)

Next, we will discuss a variant of social prose for children and youth, reflecting the real experience of a child in an artistic form. This sub-category is quite diverse, therefore the selection of authors belonging to it is also wide, with a special emphasis on the emotionalisation (experience) of literary heroes. Again, a basic overview of authors is also provided within this category.

6. Modern poetry for children (Ľ. Feldek, M. Válek, T. Janovic, D. Hevier, V. Klimáček)

Poetry for children and young people is one of the categories where misunderstanding or even rejection of texts by pupils is most frequent. The interpretive key to it is language play and playfulness, which is used programmatically by a large number of authors, but in the seminar we will also look at its more meditative and lyrical forms and the meaning of the individual poetic devices used. Again, a basic survey of authors, and in this case illustrators, working in the genre is provided.

7. The Christian variant of poetry for children (M. Rúfus)

The work of Milan Rúfus is specific in its value overlap, but also in the conception of a new genre: prayers for children. He is a poet with a relatively conservative authorial poetics, but he has demonstrated a distinctly innovative approach in his reworking or "re-telling" of Slovak folk tales. His work is characterised by a distinctive Christian and moral message, but for pupils with a corresponding value background it may represent a receptive variant of poetry.

8. Didactic interpretation of the text its specifics and limits I. Children's reading and its peculiarities

The first chapter devoted to the didactic interpretation of the text deals with the status of the reader in primary education, his/her specific needs, but also the limits of the reception of the text, mainly determined by the age limitation, but also by the previous reading experience. The importance of this chapter lies in the well chosen approach that the teacher adopts towards his/her pupils as readers.

9. Didactic interpretation of the text II. Text as art or learning in the context of primary education

<p>The second part of didactic interpretation deals with the interpretative possibilities and approach to the text in educational practice, neglecting the aesthetic function of the text and looking for intersections between the text as a source of learning and knowledge and its aesthetic value.</p> <p>10. World literature for children and youth - authorial and genre forms I. (A. de Saint Exupéry, A. Lindgren).</p> <p>The last two chapters are devoted to author portraits from the world literature for children and youth. In the comparison of the first two works, The Little Prince and Pippi Longstocking, the model of a philosophical fairy tale with a moral message, with a strongly imaginative story accentuating the value of freedom, independence, but also the immediate joy of life, comes into contact.</p> <p>11. World literature for children and youth - authorial and genre forms II (O. Wilde, H. Ch. Andersen).</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>RUSŇÁK, R.: Svetová literatúra pre deti a mládež v didaktickej komunikácii. Prešov: Prešovská univerzita v Prešove, 2009. ISBN 9 7 8-8 0-5 5 5-0 0 7 1 -3.</p> <p>SLIACKY, O. a kol. Slovník slovenských spisovateľov pre deti a mládež. 2., opr. a dopln. vyd. Bratislava: LIC, 2009. ISBN 978-80-89222-64-3.</p> <p>SLIACKY, O. Dejiny slovenskej literatúry pre deti a mládež do roku 1960. 2., dopln. vyd. Bratislava: LIC, 2013. ISBN 978-80-8019-073-5.</p> <p>STANISLAVOVÁ, Z. a kol. Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava: LIC, 2010. ISBN 978-80-8019-026-1.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak language</p>																				
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<p><b>Lecturers:</b> Mgr. Lenka Szentesiová, PhD., Mgr. Adela Dúbravová, PhD.</p>																				
<p><b>Last change:</b> 21.09.2023</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.KPEP/M-UPVex016/22	<b>Course title:</b> Literature
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
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<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
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### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

By completing the course, the student will acquire basic knowledge of the theory of genres, with particular emphasis on literature for children and youth as a subsystem of fiction literature and its poeological specifics. The student will gain an overview of the most important authors of individual genres of literature for children and youth in the Slovak environment and will become acquainted with the most important texts of the given subsystem of fiction literature. The student will learn the specifics necessary when working with a reader in each year of primary education. The course is primarily interpretation-oriented, as interpretation is considered to be the key to didactic work with texts. Last but not least, students also hone their transferable skills: the ability to communicate and organize (literary) and educational activities in primary education. As part of the development and refinement of digital skills and digital literacy, students will gain an overview of relevant internet resources with which they can expand their knowledge of literature.

Assessment Stages:

The first interim assignment will be a short interpretive essay, addressing a selected text. This will be based on a subjective reading, but must be sufficiently well argued. The aim of the intermediate assignment is to cultivate students' expressions of their opinions about the literary texts they have read, as this is one of the skills they will be honing in their future teaching practice with their pupils.

The second interim assignment will be a term paper in which the student will comprehensively analyse a selected literary work. They will assess its structure, didactic potential, as well as its applicability in primary education. The assessment will focus on professional knowledge and accuracy of expression.

The last assignment will be a final test, verifying in particular the knowledge of genre typology and the work of authors dedicated to children's and young people's literature.

### **Class syllabus:**

Course outcomes of subject (content):

1.The Constituting of Classical Fiction Literature for Children and Youth, Theoretical and Poetological Foundations (F. Miko, V. Obert, R. Rusňák)

In the introductory part of the course, the basic concepts and their characteristics will be introduced: literature for children and youth, the child aspect in literature, the model reader and the phases of children's reading, the function and mission of literary education in education. At the same time, key personalities who have shaped the thinking about literature and the child reader in the Slovak environment will be presented.

2. Folk tale, poetics and typology. Intentional reputation for children and youth in the 20th century. Overview of authors (M. Ďuričková, R. Moric, M. Ferko)

The next chapter will introduce the genre of the short story, the basic terminology (zoomorphy, anthropomorphisation, the genre's connection with physical realities and natural geography) and will also introduce the authors who have worked on the genre in the Slovak environment and who have shaped its form.

3. The folk and author's fairy tale: its status and characteristics. Overview of authors (J. Uličiansky, D. Hevier, K. Bendová, G. Futová, E. J. Groch)

The next chapter is devoted to the folk (folklore) fairy tale in the Slovak national context, collectors and disseminators of folk tales and the connection of the genre with folklore. The folk tale is presented in comparison with the modern author's fairy tale, with a strong representation of imaginativeness and disturbing the natural ontology of things and phenomena within the genre. Likewise, the chapter includes an overview of the authorial personalities devoted to the genre.

4. The subversive model of the author's fairy tale and its relation to archetypal texts (D. Taragel, V. Klimáček, Ľ. Feldek)

The following chapter is devoted to the subversive and postmodern form of the fairy tale, disrupting the archetypal forms of the genre, with a specific involvement of comic elements, often reaching the border of nonsense. It is a highly productive type of genre category, attractive also to readers of a given age, and therefore it is given special attention in the seminar.

5. Social prose for children (K. Jarunková, M. Ďuričková, T. Lehenová, G. Futová, J. Blažková)

Next, we will discuss a variant of social prose for children and youth, reflecting the real experience of a child in an artistic form. This sub-category is quite diverse, therefore the selection of authors belonging to it is also wide, with a special emphasis on the emotionalisation (experience) of literary heroes. Again, a basic overview of authors is also provided within this category.

6. Modern poetry for children (Ľ. Feldek, M. Válek, T. Janovic, D. Hevier, V. Klimáček)

Poetry for children and young people is one of the categories where misunderstanding or even rejection of texts by pupils is most frequent. The interpretive key to it is language play and playfulness, which is used programmatically by a large number of authors, but in the seminar we will also look at its more meditative and lyrical forms and the meaning of the individual poetic devices used. Again, a basic survey of authors, and in this case illustrators, working in the genre is provided.

7. The Christian variant of poetry for children (M. Rúfus)

The work of Milan Rúfus is specific in its value overlap, but also in the conception of a new genre: prayers for children. He is a poet with a relatively conservative authorial poetics, but he has demonstrated a distinctly innovative approach in his reworking or "re-telling" of Slovak folk tales. His work is characterised by a distinctive Christian and moral message, but for pupils with a corresponding value background it may represent a receptive variant of poetry.

8. Didactic interpretation of the text its specifics and limits I. Children's reading and its peculiarities

The first chapter devoted to the didactic interpretation of the text deals with the status of the reader in primary education, his/her specific needs, but also the limits of the reception of the text, mainly determined by the age limitation, but also by the previous reading experience. The importance of this chapter lies in the well chosen approach that the teacher adopts towards his/her pupils as readers.

9. Didactic interpretation of the text II. Text as art or learning in the context of primary education

<p>The second part of didactic interpretation deals with the interpretative possibilities and approach to the text in educational practice, neglecting the aesthetic function of the text and looking for intersections between the text as a source of learning and knowledge and its aesthetic value.</p> <p>10. World literature for children and youth - authorial and genre forms I. (A. de Saint Exupéry, A. Lindgren).</p> <p>The last two chapters are devoted to author portraits from the world literature for children and youth. In the comparison of the first two works, The Little Prince and Pippi Longstocking, the model of a philosophical fairy tale with a moral message, with a strongly imaginative story accentuating the value of freedom, independence, but also the immediate joy of life, comes into contact.</p> <p>11. World literature for children and youth - authorial and genre forms II (O. Wilde, H. Ch. Andersen).</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>RUSŇÁK, R.: Svetová literatúra pre deti a mládež v didaktickej komunikácii. Prešov: Prešovská univerzita v Prešove, 2009. ISBN 9 7 8-8 0-5 5 5-0 0 7 1 -3.</p> <p>SLIACKY, O. a kol. Slovník slovenských spisovateľov pre deti a mládež. 2., opr. a dopln. vyd. Bratislava: LIC, 2009. ISBN 978-80-89222-64-3.</p> <p>SLIACKY, O. Dejiny slovenskej literatúry pre deti a mládež do roku 1960. 2., dopln. vyd. Bratislava: LIC, 2013. ISBN 978-80-8019-073-5.</p> <p>STANISLAVOVÁ, Z. a kol. Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava: LIC, 2010. ISBN 978-80-8019-026-1.</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: 189</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>14,29</td><td>0,0</td><td>35,98</td><td>23,28</td><td>15,34</td><td>8,99</td><td>2,12</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	14,29	0,0	35,98	23,28	15,34	8,99	2,12
A	ABS	B	C	D	E	FX														
14,29	0,0	35,98	23,28	15,34	8,99	2,12														
<p><b>Lecturers:</b> Mgr. Lenka Szentesiová, PhD.</p>																				
<p><b>Last change:</b> 21.09.2023</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.KPEP/M-UPVex252/22	<b>Course title:</b> Logopaedics for teachers
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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 Scope, type/method of teaching, and organizational form: 10 hours of lecture + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10P (2 credits): 10 hours of direct teaching; preparation for the continuous test = 15 hours, preparation for the final test = 25 hours; processing of semester work = 10 hours. A total of 60 hours of student work. Teaching methods: interpretation, discussion of the topic, application of theoretical knowledge on practical examples, problem-solving by students, work in small groups, E-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Student evaluation consists of two knowledge tests – a continuous test (30 points), a final test (40 points), and the elaboration of a semester work – elaboration of material for the development of reading literacy for the 1st - 4th grade of elementary school (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria), Fx (59-0 points, insufficient – additional work required).	
<b>Learning outcomes:</b>	

<p>Learning outcomes</p> <p>Learning objectives and outcomes:</p> <p>Upon successful completion of this course, students will receive up-to-date scientific information on specific learning disorders that have a linguistic background – dyslexia, and dysorthographia. They will acquire basic theoretical knowledge about dyslexia and dysorthographia, their manifestations in the Slovak language, precursors of dyslexia in preschool age, effective prevention, as well as the specifics of the teacher's approach to students with dyslexia and dysorthographia in the school environment. They will get acquainted with effective therapeutic approaches and will learn to apply the most important learning strategies, which they can directly apply in pedagogical practice.</p>
<p><b>Class syllabus:</b></p> <p>Course contents:</p> <p>The course focuses on the acquisition of basic terminology, historical development, the prevalence of dyslexia in school age and adulthood, and the causes, manifestations, and core deficits of dyslexia. They will get acquainted with strong precursors of dyslexia, the most common comorbid disorders in dyslexia, and effective prevention and intervention in dyslexia.</p> <p>Topics:</p> <ol style="list-style-type: none"> <li>1. Reading literacy. PISA and PIRLS literacy scores.</li> <li>2. Development of reading and spelling skills in Slovak.</li> <li>3. Basic definition of dyslexia and its historical development.</li> <li>4. Core deficit of dyslexia, its causes, and manifestations.</li> <li>5. Strong precursors of dyslexia.</li> <li>6. Prevention of dyslexia.</li> <li>7. Dyslexia and developmental language disorder. Language skills of students with dyslexia.</li> <li>8. Theories of dyslexia and effective methods and approaches.</li> <li>9. Structured literacy model.</li> <li>10. Effective learning strategies.</li> <li>11. Specifics of teachers' approach to students with dyslexia at the primary level of elementary school.</li> </ol>
<p><b>Recommended literature:</b></p> <p>Recommended readings:</p> <ol style="list-style-type: none"> <li>1. MIKULAJOVÁ, M. 2012. Čítanie, písanie a dyslexia. In MIKULAJOVÁ A KOL. 2012. Čítanie, písanie a dyslexia: s testami a normami. Bratislava: Slovenská asociácia logopédov, 2012, s. 10 – 74. ISBN 978-80-89113-94-1.</li> <li>2. ZUBÁKOVÁ, M. 2019. Čo vieme v súčasnosti o dyslexii. In Vzdelávanie detí s poruchami učenia a pozornosti: dôležité informácie a pracovné listy s metodickými pokynmi pre pedagógov na 1. stupni ZŠ. Bratislava: Dr. Josef Raabe Slovensko, s. 1 – 6. ISBN 978-80-8140-356-9.</li> <li>3. ZUBÁKOVÁ, M., MIKULAJOVÁ, M. 2014. Fonemické uvedomovanie ako prediktor vývinu písania a čítania. In Psychológia a patopsychológia dieťaťa, roč. 47, č. 4, s. 302 – 317, ISSN 0555-5574.</li> <li>4. ZUBÁKOVÁ, M. 2019. Model štruktúrovanej gramotnosti. In Vzdelávanie detí s poruchami učenia a pozornosti: dôležité informácie a pracovné listy s metodickými pokynmi pre pedagógov na 1. stupni ZŠ. Bratislava: Dr. Josef Raabe Slovensko, s. 1 – 12. ISBN 978-80-8140-356-9.</li> <li>5. ZUBÁKOVÁ, M. 2019. Stratégie učenia u dyslektických žiakov. In Vzdelávanie detí s poruchami učenia a pozornosti: dôležité informácie a pracovné listy s metodickými pokynmi pre pedagógov na 1. stupni ZŠ. Bratislava: Dr. Josef Raabe Slovensko, s. 1 – 14. ISBN 978-80-8140-356-9.</li> <li>6. ZUBÁKOVÁ, M. 2019. Efektivita terapie dyslexie a model štruktúrovanej gramotnosti. In Logopaedica XXI, s. 36 – 44.</li> </ol>



<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 93						
A	ABS	B	C	D	E	FX
29,03	0,0	39,78	21,51	6,45	1,08	2,15
<b>Lecturers:</b> Mgr. Kristína Mocsári						
<b>Last change:</b> 24.09.2023						
<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.KPEP/M-UPVex252/22	<b>Course title:</b> Logopaedics for teachers
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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 Scope, type/method of teaching, and organizational form: 10 hours of lecture + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10P (2 credits): 10 hours of direct teaching; preparation for the continuous test = 15 hours, preparation for the final test = 25 hours; processing of semester work = 10 hours. A total of 60 hours of student work. Teaching methods: interpretation, discussion of the topic, application of theoretical knowledge on practical examples, problem-solving by students, work in small groups, E-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Student evaluation consists of two knowledge tests – a continuous test (30 points), a final test (40 points), and the elaboration of a semester work – elaboration of material for the development of reading literacy for the 1st - 4th grade of elementary school (30 points). The rating is given on a scale: A (100-95 points, excellent – excellent results, theoretical mastery and practical application of knowledge), B (94-85 points, very good – above average standard, some inaccuracies in the application of knowledge in practice), C (84-75 points, good – normal reliable work, mastery of basic approaches and methods, lower level of perception of context and knowledge in context), D (74-65 points, satisfactory – acceptable results, lower level of knowledge of less frequent approaches, worse interpretation), E (64-60 points, sufficient – results meet minimum criteria), Fx (59-0 points, insufficient – additional work required).	
<b>Learning outcomes:</b>	

<p>Learning outcomes</p> <p>Learning objectives and outcomes:</p> <p>Upon successful completion of this course, students will receive up-to-date scientific information on specific learning disorders that have a linguistic background – dyslexia, and dysorthographia. They will acquire basic theoretical knowledge about dyslexia and dysorthographia, their manifestations in the Slovak language, precursors of dyslexia in preschool age, effective prevention, as well as the specifics of the teacher's approach to students with dyslexia and dysorthographia in the school environment. They will get acquainted with effective therapeutic approaches and will learn to apply the most important learning strategies, which they can directly apply in pedagogical practice.</p>
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<p><b>Recommended literature:</b></p> <p>Recommended readings:</p> <ol style="list-style-type: none"> <li>1. MIKULAJOVÁ, M. 2012. Čítanie, písanie a dyslexia. In MIKULAJOVÁ A KOL. 2012. Čítanie, písanie a dyslexia: s testami a normami. Bratislava: Slovenská asociácia logopédov, 2012, s. 10 – 74. ISBN 978-80-89113-94-1.</li> <li>2. ZUBÁKOVÁ, M. 2019. Čo vieme v súčasnosti o dyslexii. In Vzdelávanie detí s poruchami učenia a pozornosti: dôležité informácie a pracovné listy s metodickými pokynmi pre pedagógov na 1. stupni ZŠ. Bratislava: Dr. Josef Raabe Slovensko, s. 1 – 6. ISBN 978-80-8140-356-9.</li> <li>3. ZUBÁKOVÁ, M., MIKULAJOVÁ, M. 2014. Fonemické uvedomovanie ako prediktor vývinu písania a čítania. In Psychológia a patopsychológia dieťaťa, roč. 47, č. 4, s. 302 – 317, ISSN 0555-5574.</li> <li>4. ZUBÁKOVÁ, M. 2019. Model štruktúrovanej gramotnosti. In Vzdelávanie detí s poruchami učenia a pozornosti: dôležité informácie a pracovné listy s metodickými pokynmi pre pedagógov na 1. stupni ZŠ. Bratislava: Dr. Josef Raabe Slovensko, s. 1 – 12. ISBN 978-80-8140-356-9.</li> <li>5. ZUBÁKOVÁ, M. 2019. Stratégie učenia u dyslektických žiakov. In Vzdelávanie detí s poruchami učenia a pozornosti: dôležité informácie a pracovné listy s metodickými pokynmi pre pedagógov na 1. stupni ZŠ. Bratislava: Dr. Josef Raabe Slovensko, s. 1 – 14. ISBN 978-80-8140-356-9.</li> <li>6. ZUBÁKOVÁ, M. 2019. Efektivita terapie dyslexie a model štruktúrovanej gramotnosti. In Logopaedica XXI, s. 36 – 44.</li> </ol>

<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 93						
A	ABS	B	C	D	E	FX
29,03	0,0	39,78	21,51	6,45	1,08	2,15
<b>Lecturers:</b> Mgr. Monika Janíková, PhD.						
<b>Last change:</b> 24.09.2023						
<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.KPEP/M-UPVex001/22	<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> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: 10S (seminar) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Educational activities are mainly carried out in full-time, but also in distance or combined form. Scope (number of hours): 2 x 5 hours of direct teaching = 10 hours; 12 hours of self-study, 13 hours of seminar paper preparation; 30 hours of preparation for mid-term assessment; 25 hours of preparation for final assessment. Total 90 hours of student work. Methods of educational activities: explanation; lecture; discussion of the topic covered; demonstration methods, written work method, application methods, analysis of professional text, teaching based on practical experience.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: 1. During the semester, the student prepares a seminar paper in the context of the assignment given by the teacher, worth 20 points. The seminar paper will be based on the requirements for the thesis. This may be writing, for example, a preface or formulating a research problem, the conception of which will yield innovative knowledge. The seminar paper will also include a clear and comprehensible formulation of the aim of the thesis, i.e. a concrete proposal for a solution to a (non-trivial) problem or an answer to a specific research question. By submitting a seminar paper, the student demonstrates the ability to collect and interpret relevant data, usually based on the framework of the field of study. 2. There will be a midterm evaluation at approximately the sixth to seventh meeting. This will consist of the introductory thesis seminar topics. The bulk of the interim assessment will consist of the student's ability to construct bibliographic sources according to the citation standard being discussed. In doing so, the student will demonstrate the ability to write a scholarly text using cited and paraphrased sources according to the applicable citation standard and will be able to create bibliographic references. A passing grade of 40 points will be possible. 3. At the end of the semester during the assessment week, the student will be evaluated on a written test worth 40 points of the knowledge gained throughout the semester.	

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, a minimum of 60 % of the marks must be obtained.

The grade is awarded on a scale:

A (100-91%, excellent - outstanding results). The student actively acquires new knowledge and uses it in practical applications in his/her thesis. The student is self-initiative and asks questions in the context of the issues addressed and the proposed topics of the course. The student is well versed in the methodological and professional literature and is able to apply it in his/her thesis. His knowledge in the mid-term and final evaluation is at an excellent level. His/her interim and final assessment scores are excellent. The thesis is written clearly and clearly, and the student applies the knowledge gained in the introductory sessions of the seminar.

B (90-81%, very good - above average standard). The student applies his/her knowledge independently and creatively or with minor prompting from the instructor when evaluating phenomena and patterns. Acquires new knowledge in an active way and uses it in practical applications in his/her thesis. The student is self-initiative and asks questions in the context of the issues addressed and the proposed topics of the course. The student is well versed in the methodological and professional literature and is able to apply it in his/her thesis. His knowledge in the mid-term and final evaluation is at a very good level.

C (80-73%, good - normal reliable work): the student is able to apply the acquired knowledge and experience in the thesis with insignificant gaps. In evaluating phenomena and patterns, the student applies his/her knowledge independently or with minor prompting from the instructor. He/she acquires new knowledge in a routine manner and uses it in practical applications in his/her thesis. The student is self-initiated and asks questions in the context of the issues addressed and the proposed topics of the course. The student is well versed in the methodological and professional literature and can apply it in the context of his/her thesis. His/her knowledge in the mid-term and final assessment is at a good level.

D (72-66%, satisfactory - acceptable results): The student is able to apply the acquired knowledge and experience in his/her thesis at a satisfactory level. In evaluating phenomena and patterns, the student applies his/her knowledge independently or with minor suggestions from the teacher. He/she acquires new knowledge in a routine manner and uses it in practical applications in his/her thesis. He/she is not active during the teaching, does not bring new ideas, takes the role of a passive recipient. His knowledge in the mid-term and final assessment is at a satisfactory level.

E (65-60%, satisfactory - results meet minimum criteria): The student cannot apply the acquired knowledge and experience promptly enough in the thesis. The student does not apply his/her knowledge independently when evaluating phenomena and patterns. He/she acquires new knowledge in an inactive way and makes little use of it in the development of his/her thesis. The student does not take initiative and is not interested in the context of the problem addressed. The student is not oriented in methodological and professional literature and cannot apply it within the framework of his/her thesis. His/her knowledge in the interim and final evaluation meets the criteria only at a minimum level.

Fx (59-0%, insufficient - extra work required): awarded if the student fails to attend the regular assessment dates without giving a reason or if the student fails to meet the required level of the interim assessment, which is at least 50%.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The diploma seminar is a bridge between the knowledge gained from the courses the student has taken so far and the consultations during the creation of the final thesis. The seminar aims to use concrete cases to show the possibilities of applying the theoretical knowledge in the thesis. As a rule, model situations are applied here, in which students specify the problem for specific solution

topics, operationalise the phenomena related to it, formulate assumptions and choose appropriate methods of investigation and evaluation of the results. The experience gained from the seminar is intended to help students work independently in the process of developing their thesis.

The thesis is the final thesis of the 2nd stage of university studies (master's degree) and its defence forms an organic part of the state examination. With the thesis, the student treats the chosen topic at the level of a scientific study with a representative selection of professional literature, with appropriately chosen scientific procedures, research questions or hypotheses. In a specific diploma thesis, the student is able to implement, evaluate, justify and defend the application or empirical part with the simultaneous implementation of professional terminology.

Upon completion of the course, the student will understand the relevance of the thesis to his/her studies at the university. The student is able to think in context and has acquired professional competencies. He/she understands the laws of scientific research work and understands different research methodologies in pedagogy. Understands and can explain different research methods and how to obtain valid research results. If the subject of the student's thesis is not research but application, he/she will gain an overview of the possibilities of developing a good methodological part with detailed steps for its elaboration. The student will become familiar with the legislative regulations and the necessary formalities related to the creation and submission of the thesis. The student will also acquire the ability to present the thesis and will learn how to respond to opposing opinions in a sophisticated manner. The student will also develop his/her presentation skills through the use of digital technologies.

After completing the course, the student will be able to use the knowledge acquired during the university studies professionally, creatively and independently in solving the problems of the diploma thesis within the framework of the study programme. The student will understand the philosophical and propedeutic foundations of the investigation of pedagogical phenomena. The student will be able to characterize the various methods and techniques chosen. The student will be able to develop a basic design of a professional thesis (problem formulation, goal setting, sample selection, adequate choice of selected methods and methodologies).

### **Class syllabus:**

Course outcomes of subject (content):

The diploma seminar is oriented towards the practical application of the topics addressed within the content of the course. Students in the course have to master the methodology of thesis conception. The aim is to practice individual aspects of pedagogical phenomena on model examples. Attention is devoted to the selection of themes of the problem to the chosen topics, as well as the thematic, linguistic and stylistic construction of the professional text, observance of citation ethics and proper citation of the literature used.

1. Conception of the thesis as the final application completion of the master's degree. Presentation of approved thesis topics. Brief introduction of the thesis in relation to the extension of the Bachelor's thesis. Discussion of what lessons the student took away from the bachelor thesis defense. Thus, the student is able to apply his/her lessons learned from the creation and defense of the bachelor's thesis and understands in a way that indicates a professional approach to the creation of his/her thesis.
2. Characteristics of the thesis and development of the thesis structure. Introduction, main body of text, conclusion, appendices and other supplementary materials. Cover and title page of the thesis. Assignment, acknowledgements, abstract, preface. Table of contents, list of illustrations, list of tables, appendices, list of abbreviations and symbols.
3. Breakdown of the core of the thesis. Requirements for the thesis - quality indicators of the thesis. The current state of the problem solved at home and abroad, the aim of the thesis, the methodology of the thesis and methods of research, the results of the thesis, discussion. Analysis of the current state of the problem, its elaboration in the relevant literature.

4. Creation of the theoretical part of the thesis. Level of professional treatment of the problem, professional terminology of the author. Definition of basic terms. Logical sequence of the text, its clarity and readability, internal continuity and conceptuality.
5. Searching for literary sources. Evaluation of literary sources and the importance of authorial commentary. Opportunities for finding inspirational sources for research. Inspiration in the field, in the theoretical literature, in other published research. Searching print and electronic journals, databases, research monographs, the internet and qualifying papers. Use of other sources and publications that may be of benefit in the development of the thesis. The student demonstrates adequate knowledge of the subject matter and applies his/her skills in collecting, interpreting and processing the basic literature.
6. Continuous assessment of the introductory topics of the diploma seminar. The major portion of the interim evaluation will consist of the student's ability to construct bibliographic sources according to the citation standards covered. In doing so, the student will demonstrate the ability to write a scholarly text using cited and paraphrased sources according to the applicable citation standard.
7. Formal preparation of the thesis. Font type and size, line spacing, margin setting, scope of the thesis. Language of the thesis. Clarity and informative content. Professional style (factuality, clarity, precision of language). Spelling accuracy.
8. Problems of research implementation, errors in research implementation. Research based on quantitative and qualitative research methodology. Methods of research evaluation and possibilities of presenting research results in the diploma thesis. Analysis of the research problem and the importance of choosing an adequate methodology for research. Correctness of the problem formulation and its confrontation by studying the literature on the subject.
9. Problems of implementation of the application part, common mistakes in its implementation. Ways of interpreting the methodological part with emphasis on self-reflection and recommendations for pedagogical practice. Drawing relevant conclusions and discussion.
10. Analysis of one selected thesis that has already been submitted and defended and which received a negative evaluation. During the seminar, the failed parts of the thesis will be analyzed in detail by the students. Attention will be focused on the assessment of the formal aspect, on the assessment of the level of processing of the theoretical part of the thesis, on the assessment of the level of processing of the empirical or application part of the thesis, including the processing of the results and their interpretation. Students will analyse whether the results of the thesis are applicable to school practice and briefly evaluate whether the author presents original solutions and methods of treatment.
11. Thesis submission, licensing agreement, and originality check. Technical parameters of the thesis. Ethical aspects of the thesis. Final procedures: submission of the thesis, work with references and defence of the thesis. Commenting on comments. By producing a thesis, the student is able to communicate understandable, clear and distinct information, concepts, problems and solutions to both professional and lay audiences.

#### **Recommended literature:**

Compulsory/Recommended readings:

GAVORA, P. 2008. Úvod do pedagogického výskumu. 4. prepracované a rozšírené vydanie. Bratislava: Vydavateľstvo Univerzity Komenského.

GAVORA, P. 2007. Sprievodca metodológiou kvalitatívneho výskumu. 2. vyd. Bratislava: Vydavateľstvo Univerzity Komenského.

GAVORA, P., KOLLÁRIKOVÁ, Z., NOVÁKOVÁ, E. 2010. Manuál na tvorbu bakalárskej a diplomovej práce. Bratislava: PdF UK.

KATUŠČÁK, D. 2004. Ako písať záverečné a kvalifikačné práce. Bratislava: Enigma.



KOSTRUB, D. 2016. Základy kvalitatívnej metodológie. Bratislava: Vydavateľstvo Univerzity Komenského.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 239

A	ABS	B	C	D	E	FX
42,68	0,0	37,24	15,9	1,67	1,67	0,84

**Lecturers:** doc. Mgr. Mária Belešová, PhD., doc. PaedDr. Eva Severini, PhD.

**Last change:** 19.09.2023

**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.KPEP/M-UPVex001/22	<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> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: 10S (seminar) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Educational activities are mainly carried out in full-time, but also in distance or combined form. Scope (number of hours): 2 x 5 hours of direct teaching = 10 hours; 12 hours of self-study, 13 hours of seminar paper preparation; 30 hours of preparation for mid-term assessment; 25 hours of preparation for final assessment. Total 90 hours of student work. Methods of educational activities: explanation; lecture; discussion of the topic covered; demonstration methods, written work method, application methods, analysis of professional text, teaching based on practical experience.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: 1. During the semester, the student prepares a seminar paper in the context of the assignment given by the teacher, worth 20 points. The seminar paper will be based on the requirements for the thesis. This may be writing, for example, a preface or formulating a research problem, the conception of which will yield innovative knowledge. The seminar paper will also include a clear and comprehensible formulation of the aim of the thesis, i.e. a concrete proposal for a solution to a (non-trivial) problem or an answer to a specific research question. By submitting a seminar paper, the student demonstrates the ability to collect and interpret relevant data, usually based on the framework of the field of study. 2. There will be a midterm evaluation at approximately the sixth to seventh meeting. This will consist of the introductory thesis seminar topics. The bulk of the interim assessment will consist of the student's ability to construct bibliographic sources according to the citation standard being discussed. In doing so, the student will demonstrate the ability to write a scholarly text using cited and paraphrased sources according to the applicable citation standard and will be able to create bibliographic references. A passing grade of 40 points will be possible. 3. At the end of the semester during the assessment week, the student will be evaluated on a written test worth 40 points of the knowledge gained throughout the semester.	

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, a minimum of 60 % of the marks must be obtained.

The grade is awarded on a scale:

A (100-91%, excellent - outstanding results). The student actively acquires new knowledge and uses it in practical applications in his/her thesis. The student is self-initiative and asks questions in the context of the issues addressed and the proposed topics of the course. The student is well versed in the methodological and professional literature and is able to apply it in his/her thesis. His knowledge in the mid-term and final evaluation is at an excellent level. His/her interim and final assessment scores are excellent. The thesis is written clearly and clearly, and the student applies the knowledge gained in the introductory sessions of the seminar.

B (90-81%, very good - above average standard). The student applies his/her knowledge independently and creatively or with minor prompting from the instructor when evaluating phenomena and patterns. Acquires new knowledge in an active way and uses it in practical applications in his/her thesis. The student is self-initiative and asks questions in the context of the issues addressed and the proposed topics of the course. The student is well versed in the methodological and professional literature and is able to apply it in his/her thesis. His knowledge in the mid-term and final evaluation is at a very good level.

C (80-73%, good - normal reliable work): the student is able to apply the acquired knowledge and experience in the thesis with insignificant gaps. In evaluating phenomena and patterns, the student applies his/her knowledge independently or with minor prompting from the instructor. He/she acquires new knowledge in a routine manner and uses it in practical applications in his/her thesis. The student is self-initiated and asks questions in the context of the issues addressed and the proposed topics of the course. The student is well versed in the methodological and professional literature and can apply it in the context of his/her thesis. His/her knowledge in the mid-term and final assessment is at a good level.

D (72-66%, satisfactory - acceptable results): The student is able to apply the acquired knowledge and experience in his/her thesis at a satisfactory level. In evaluating phenomena and patterns, the student applies his/her knowledge independently or with minor suggestions from the teacher. He/she acquires new knowledge in a routine manner and uses it in practical applications in his/her thesis. He/she is not active during the teaching, does not bring new ideas, takes the role of a passive recipient. His knowledge in the mid-term and final assessment is at a satisfactory level.

E (65-60%, satisfactory - results meet minimum criteria): The student cannot apply the acquired knowledge and experience promptly enough in the thesis. The student does not apply his/her knowledge independently when evaluating phenomena and patterns. He/she acquires new knowledge in an inactive way and makes little use of it in the development of his/her thesis. The student does not take initiative and is not interested in the context of the problem addressed. The student is not oriented in methodological and professional literature and cannot apply it within the framework of his/her thesis. His/her knowledge in the interim and final evaluation meets the criteria only at a minimum level.

Fx (59-0%, insufficient - extra work required): awarded if the student fails to attend the regular assessment dates without giving a reason or if the student fails to meet the required level of the interim assessment, which is at least 50%.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The diploma seminar is a bridge between the knowledge gained from the courses the student has taken so far and the consultations during the creation of the final thesis. The seminar aims to use concrete cases to show the possibilities of applying the theoretical knowledge in the thesis. As a rule, model situations are applied here, in which students specify the problem for specific solution

topics, operationalise the phenomena related to it, formulate assumptions and choose appropriate methods of investigation and evaluation of the results. The experience gained from the seminar is intended to help students work independently in the process of developing their thesis.

The thesis is the final thesis of the 2nd stage of university studies (master's degree) and its defence forms an organic part of the state examination. With the thesis, the student treats the chosen topic at the level of a scientific study with a representative selection of professional literature, with appropriately chosen scientific procedures, research questions or hypotheses. In a specific diploma thesis, the student is able to implement, evaluate, justify and defend the application or empirical part with the simultaneous implementation of professional terminology.

Upon completion of the course, the student will understand the relevance of the thesis to his/her studies at the university. The student is able to think in context and has acquired professional competencies. He/she understands the laws of scientific research work and understands different research methodologies in pedagogy. Understands and can explain different research methods and how to obtain valid research results. If the subject of the student's thesis is not research but application, he/she will gain an overview of the possibilities of developing a good methodological part with detailed steps for its elaboration. The student will become familiar with the legislative regulations and the necessary formalities related to the creation and submission of the thesis. The student will also acquire the ability to present the thesis and will learn how to respond to opposing opinions in a sophisticated manner. The student will also develop his/her presentation skills through the use of digital technologies.

After completing the course, the student will be able to use the knowledge acquired during the university studies professionally, creatively and independently in solving the problems of the diploma thesis within the framework of the study programme. The student will understand the philosophical and propedeutic foundations of the investigation of pedagogical phenomena. The student will be able to characterize the various methods and techniques chosen. The student will be able to develop a basic design of a professional thesis (problem formulation, goal setting, sample selection, adequate choice of selected methods and methodologies).

### **Class syllabus:**

Course outcomes of subject (content):

The diploma seminar is oriented towards the practical application of the topics addressed within the content of the course. Students in the course have to master the methodology of thesis conception. The aim is to practice individual aspects of pedagogical phenomena on model examples. Attention is devoted to the selection of themes of the problem to the chosen topics, as well as the thematic, linguistic and stylistic construction of the professional text, observance of citation ethics and proper citation of the literature used.

1. Conception of the thesis as the final application completion of the master's degree. Presentation of approved thesis topics. Brief introduction of the thesis in relation to the extension of the Bachelor's thesis. Discussion of what lessons the student took away from the bachelor thesis defense. Thus, the student is able to apply his/her lessons learned from the creation and defense of the bachelor's thesis and understands in a way that indicates a professional approach to the creation of his/her thesis.
2. Characteristics of the thesis and development of the thesis structure. Introduction, main body of text, conclusion, appendices and other supplementary materials. Cover and title page of the thesis. Assignment, acknowledgements, abstract, preface. Table of contents, list of illustrations, list of tables, appendices, list of abbreviations and symbols.
3. Breakdown of the core of the thesis. Requirements for the thesis - quality indicators of the thesis. The current state of the problem solved at home and abroad, the aim of the thesis, the methodology of the thesis and methods of research, the results of the thesis, discussion. Analysis of the current state of the problem, its elaboration in the relevant literature.

4. Creation of the theoretical part of the thesis. Level of professional treatment of the problem, professional terminology of the author. Definition of basic terms. Logical sequence of the text, its clarity and readability, internal continuity and conceptuality.
5. Searching for literary sources. Evaluation of literary sources and the importance of authorial commentary. Opportunities for finding inspirational sources for research. Inspiration in the field, in the theoretical literature, in other published research. Searching print and electronic journals, databases, research monographs, the internet and qualifying papers. Use of other sources and publications that may be of benefit in the development of the thesis. The student demonstrates adequate knowledge of the subject matter and applies his/her skills in collecting, interpreting and processing the basic literature.
6. Continuous assessment of the introductory topics of the diploma seminar. The major portion of the interim evaluation will consist of the student's ability to construct bibliographic sources according to the citation standards covered. In doing so, the student will demonstrate the ability to write a scholarly text using cited and paraphrased sources according to the applicable citation standard.
7. Formal preparation of the thesis. Font type and size, line spacing, margin setting, scope of the thesis. Language of the thesis. Clarity and informative content. Professional style (factuality, clarity, precision of language). Spelling accuracy.
8. Problems of research implementation, errors in research implementation. Research based on quantitative and qualitative research methodology. Methods of research evaluation and possibilities of presenting research results in the diploma thesis. Analysis of the research problem and the importance of choosing an adequate methodology for research. Correctness of the problem formulation and its confrontation by studying the literature on the subject.
9. Problems of implementation of the application part, common mistakes in its implementation. Ways of interpreting the methodological part with emphasis on self-reflection and recommendations for pedagogical practice. Drawing relevant conclusions and discussion.
10. Analysis of one selected thesis that has already been submitted and defended and which received a negative evaluation. During the seminar, the failed parts of the thesis will be analyzed in detail by the students. Attention will be focused on the assessment of the formal aspect, on the assessment of the level of processing of the theoretical part of the thesis, on the assessment of the level of processing of the empirical or application part of the thesis, including the processing of the results and their interpretation. Students will analyse whether the results of the thesis are applicable to school practice and briefly evaluate whether the author presents original solutions and methods of treatment.
11. Thesis submission, licensing agreement, and originality check. Technical parameters of the thesis. Ethical aspects of the thesis. Final procedures: submission of the thesis, work with references and defence of the thesis. Commenting on comments. By producing a thesis, the student is able to communicate understandable, clear and distinct information, concepts, problems and solutions to both professional and lay audiences.

#### **Recommended literature:**

Compulsory/Recommended readings:

GAVORA, P. 2008. Úvod do pedagogického výskumu. 4. prepracované a rozšírené vydanie. Bratislava: Vydavateľstvo Univerzity Komenského.

GAVORA, P. 2007. Sprievodca metodológiou kvalitatívneho výskumu. 2. vyd. Bratislava: Vydavateľstvo Univerzity Komenského.

GAVORA, P., KOLLÁRIKOVÁ, Z., NOVÁKOVÁ, E. 2010. Manuál na tvorbu bakalárskej a diplomovej práce. Bratislava: PdF UK.

KATUŠČÁK, D. 2004. Ako písať záverečné a kvalifikačné práce. Bratislava: Enigma.

KOSTRUB, D. 2016. Základy kvalitatívnej metodológie. Bratislava: Vydavateľstvo Univerzity Komenského.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 239						
A	ABS	B	C	D	E	FX
42,68	0,0	37,24	15,9	1,67	1,67	0,84
<b>Lecturers:</b>						
<b>Last change:</b> 19.09.2023						
<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.KPEP/M-UPVšt401/16	<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>The state examination for the defense of the diploma thesis, its conditions, and the procedural side is handled by Internal Regulation no. 1/2020 Study Regulations PdF UK, as well as Internal Regulation no. 5/2021 Study regulations of the UK. A student can take the state exam a) after obtaining at least such several credits that after obtaining the credits for successfully passing the last state exam, he reaches the necessary number of credits for the proper completion of the studies and b) after completing the mandatory subjects, mandatory optional subjects and optional subjects in the composition determined by the study program except for the state exam and c) no disciplinary proceedings are being conducted against him.</p> <p>The student receives 14 credits for the successful defense of the diploma thesis.</p> <p>Per VP 23/2021 Internal quality assurance system of the University of Education of the Charles University in Bratislava, the student is assessed in particular:</p> <ul style="list-style-type: none"> <li>- demonstration of the student's ability to integrate knowledge, manage complexity and formulate decisions in the face of incomplete or limited information, while including the social and ethical responsibility associated with the application of their knowledge and decisions;</li> <li>- proof that he can clearly and unambiguously communicate conclusions, their findings and justifications to both experts and lay addressees;</li> <li>- treatment of the selected topic at the level of a scientific study with a representative selection of professional literature, with appropriately chosen scientific procedures, hypotheses/research questions that can be verified. At the same time, the thesis must be of benefit in the field of Teaching and Pedagogical Sciences.</li> </ul> <p>The rating is given on a scale:</p> <p>A (100-91%, excellent - excellent results): the student excellently presents the theoretical knowledge of the chosen topic of the diploma thesis and can apply the theoretical knowledge creatively and originally to his research project;</p> <p>B (90-81%, very good - above average standard): the student presents the theoretical knowledge of the chosen thesis topic at a very good level and can creatively apply the theoretical knowledge at a very good level in his research project;</p> <p>C (80-73%, good – normal reliable work): the student presents the theoretical knowledge of the chosen thesis topic at an average level and can adequately apply the theoretical knowledge to his research project;</p> <p>D (72-66%, satisfactory - acceptable results): the student presents the theoretical knowledge of the chosen thesis topic at a satisfactory level and can adequately apply the theoretical knowledge to his research project;</p> <p>E (65-60%, sufficient – the results meet the minimum criteria): the student presents the theoretical knowledge of the chosen thesis topic at a low level and has deficiencies in applying theoretical knowledge to his research project;</p>	

Fx (59-0%, insufficient - further additional work is required): the student has significant deficiencies in the field of theoretical knowledge of the chosen thesis topic and/or in their application to their research project.

A student is evaluated with an Fx evaluation if he has met the evaluation requirements only at a level that does not reach 60% of the total highest possible level of meeting the requirements for passing the subject of the state exam - thesis defense. Likewise, the student is assessed with the Fx assessment if he submitted a diploma thesis in violation of paragraph 7 no. 56 of Internal Regulation UK No. 23/2021 or submitted a diploma thesis that does not substantially meet the requirements according to paragraph 1 letter d), paragraph 2 letter d) or paragraph 3 letter d) Art. 56 of Internal Regulation CU 23/2021 Internal system of quality assurance of the University of Education CU in Bratislava. Details and specifications of the requirements of the final thesis for the study program Teaching for Primary Education will be specified in the Description of the study program.

### **Learning outcomes:**

Educational goals and outcomes: The educational outcome is following the long-term aim of the University of Applied Sciences/PdF, the mission and strategic objectives of the University of Applied Sciences/PdF, per the description of the field of study, following the NKR/SKR/DD, following the profile of the graduate, per goals and outcomes of education in individual subjects of the study plan of the study program Teaching for Primary Education and other related documents. When designing the thesis, the student can process the chosen topic at the level of a scientific study with a representative selection of professional literature, with appropriately chosen scientific procedures and hypotheses/research questions that can be verified. The diploma thesis is an asset in the relevant field of study, Teaching, and Pedagogical Sciences

### **Class syllabus:**

A brief outline of the subject: subject content The thesis defense contributes to the goals and outcomes of education (graduate profile) with the following topics:

The benefit of the final work. The benefit of the final thesis for the field of study Teaching and Pedagogical Sciences depends on its nature and degree of study. When evaluating the diploma thesis, it is taken into account whether the student adequately processes the chosen topic at the level of a scientific study with a representative selection of professional literature, whether the chosen scientific procedures are adequate and appropriate, and whether the student adequately works with hypotheses that can be verified. The diploma thesis should be a clear contribution in the relevant field of study in which the student completed the study program.

The originality of the work. The final thesis must not have the character of plagiarism, it must not infringe the copyrights of other authors, part of the documentation for the defense of the final thesis as a subject of the state exam are originality protocols: from the central register and Theses, the results of which the supervisor and the opponent comment on in their assessments.

Compliance with citation standards. Correctness and correctness of citing used information sources, research results of other authors, and author collectives. The correctness of the description of the methods and work procedures of other authors or author collectives.

Structure of the final thesis. Compliance of the structure of the final thesis with the prescribed composition defined by Internal Regulation no. 2/2018 Directive of the Rector of the University of Bratislava in Bratislava.

The scope of the final work. Respecting the recommended scope of the final thesis. The recommended scope of the thesis is usually 50 to 70 standard pages, 90,000 to 126,000 characters including spaces, the appropriateness of the scope of the thesis is assessed by its supervisor.

Linguistic and stylistic levels of the work and formal arrangement. Technical and aesthetic aspects of the submitted work, compliance with the required technical parameters.



Defense of the final thesis. The method and form of defending the final thesis, the student's ability to respond adequately to comments and questions in the supervisor's and opponent's assessments.
<b>State exam syllabus:</b>
<b>Recommended literature:</b> Domestic and foreign professional literature according to the focus of the thesis topic
<b>Languages necessary to complete the course:</b> Slovak language
<b>Last change:</b> 13.11.2022
<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.KPEP/M-UPVex121/22	<b>Course title:</b> Measurement methods of mathematic achievement results
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of training activities Scope, type/method of teaching and organisational form Range: 10S + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Type/method of teaching: seminar Organizational form: part-time, one-disciplinary study Method of study: combined (primarily remotely) Within blended learning, the LMS MOODLE will be used. Student workload (full-time form) Direct teaching: 10 hours Implementation of partial (distance) tasks: 3 hours x 8 (distance tasks) = 24 hours Test preparation: 20 hours Preparation for interim evaluation (development of a semester project): 46 hours Self-study: 12 hours Total student workload: 2S (3 credits) – 90 hours Teaching methods Monologue methods – lecture, interpretation of the curriculum, Dialogic methods – interview, discussion Constructivist methods: working in small groups; problem solving tasks, project Guided self-study – processing of sub-tasks according to the lecturer's assignment during the semester and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KPEP/M-UPVex014/22 - Teaching arithmetics in primary education and PdF.KPEP/M-UPVex015/22 - Teaching geometry in primary education	
<b>Course requirements:</b> Conditions for successful completion of the course: During the semester, students:	

- they will submit 8 completed assignments of 3 points (for a total of 24 points), which will be focused on the creation of tasks according to taxonomies, on the creation of tasks for verbal evaluation and evaluation of the project, on the creation of activities in online education
- at the end of the semester, the student submits and presents a term paper for 46 points, which will be focused, on the creation and evaluation of school tests and e-tests

It is necessary to score at least 91 points to get a final A rating, at least 81 points to get a B rating, at least 73 points for a C rating, at least 66 points for a D rating and at least 60 points for a E rating. Credits will not be awarded to a student who earns less than 5 points from any of the 8 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the score.

The rating is given on a scale of:

- A (100-91%, excellent – excellent results),
- B (90-81%, very well – above average standard),
- C (80-73%, well – normal reliable work),
- D (72-66%, satisfactory – acceptable results),
- E (65-60%, sufficient – the results meet the minimum criteria),
- Fx (59-0%, insufficient – extra work required)

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes: By completing the course, the student gets an overview of the theories of measuring teaching results y mathematics, the creation and evaluation of tests, the classical theory of tests and testing, the creation of tasks according to the taxonomy of tasks, as well as the specifics of online and electronic testing. The student acquires knowledge of the management of the educational process in primary school in order to measure teaching results in mathematics. Upon completion of the subject, the student will be able to create and evaluate a test or e-test in mathematics in primary education.

### **Class syllabus:**

Brief outline of the subject:

The subject focuses on methods of measuring teaching results in mathematics in primary education using tests and e-tests in the school environment as well as on the objectives and methods of national and international measurements in mathematics and mathematical literacy.

Content content:

1. Evaluation and measurement of learning outcomes, basic concepts.
2. Non-target taxonomy of tasks applied to mathematical education. Using bloom's revised taxonomy of tasks to measure learning outcomes.
3. Nationwide measurements – Testing 5, goals, criteria.
4. International testing (TIMSS, PISA), objectives, criteria.
5. Forms of evaluation of the results of the work of pupils. Creation of activities for verbal evaluation. Project evaluation.
6. Creation and evaluation of school tests in mathematics in primary education
7. Creation and evaluation of digital activities and e-tests. Measuring learning outcomes in online learning
8. Presentation of semester projects.

### **Recommended literature:**

Recommended literature:

1. Demkanin, P. a kol.: Metodika tvorby testových úloh a testov. Národný ústav certifikovaných meraní vzdelávania. Bratislava. 2015. ISBN 978-80-89638-28-4  
dostupné online <https://www.etest.sk/data/att/fdd/609.2e2bed.pdf> a <https://www.etest.sk/data/att/3fe/606.4dbca2.pdf>

2. Ficová, L. a kol.: Matematická gramotnosť v testových úlohách, Národný ústav certifikovaných meraní vzdelávania. Bratislava. 2015. ISBN 978-80-89638-24-6 dostupné online <https://www.etest.sk/data/att/9e3/581.f3581.pdf>

3. Galádová, A. a kol.: Zbierka uvoľnených úloh z matematiky TIMSS 2011, Národný ústav certifikovaných meraní vzdelávania. Bratislava. 2015. ISBN 978-80-89638-20-8 dostupné online <https://www.etest.sk/data/att/78e/550.050ff9.pdf>

4. Galádová, A. a kol.: PISA 2012 – matematika. Zbierka uvoľnených úloh štúdie PISA 2012 z matematiky Národný ústav certifikovaných meraní vzdelávania. Bratislava. 2015. ISBN 978-80-89638-18-5 dostupné online <https://www.etest.sk/data/att/327/552.392629.pdf>

5. Lapitka, M. Tvorba a použitie didaktických testov. Bratislava: SPN ÚÚVU, 1990. ISBN 80-08-00782-6.

6. Koreňová, L. Digitálne technológie v školskej matematike. Bratislava: KEC FMFI Univerzita Komenského, 2015.

The basic study text for the educational content of the discipline Methods of measuring the teaching results of mathematics will be made available to students on a regular time interval in electronic form through the university LMS Moodle.

**Languages necessary to complete the course:**

Slovak 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:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex121/22	<b>Course title:</b> Measurement methods of mathematic achievement results
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of training activities Scope, type/method of teaching and organisational form Range: 10S + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Type/method of teaching: seminar Organizational form: part-time, one-disciplinary study Method of study: combined (primarily remotely) Within blended learning, the LMS MOODLE will be used. Student workload (full-time form) Direct teaching: 10 hours Implementation of partial (distance) tasks: 3 hours x 8 (distance tasks) = 24 hours Test preparation: 20 hours Preparation for interim evaluation (development of a semester project): 46 hours Self-study: 12 hours Total student workload: 2S (3 credits) – 90 hours Teaching methods Monologue methods – lecture, interpretation of the curriculum, Dialogic methods – interview, discussion Constructivist methods: working in small groups; problem solving tasks, project Guided self-study – processing of sub-tasks according to the lecturer's assignment during the semester and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KPEP/M-UPVex014/22 - Teaching arithmetics in primary education and PdF.KPEP/M-UPVex015/22 - Teaching geometry in primary education	
<b>Course requirements:</b> Conditions for successful completion of the course: During the semester, students:	

- they will submit 8 completed assignments of 3 points (for a total of 24 points), which will be focused on the creation of tasks according to taxonomies, on the creation of tasks for verbal evaluation and evaluation of the project, on the creation of activities in online education
- at the end of the semester, the student submits and presents a term paper for 46 points, which will be focused, on the creation and evaluation of school tests and e-tests

It is necessary to score at least 91 points to get a final A rating, at least 81 points to get a B rating, at least 73 points for a C rating, at least 66 points for a D rating and at least 60 points for a E rating. Credits will not be awarded to a student who earns less than 5 points from any of the 8 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the score.

The rating is given on a scale of:

- A (100-91%, excellent – excellent results),
- B (90-81%, very well – above average standard),
- C (80-73%, well – normal reliable work),
- D (72-66%, satisfactory – acceptable results),
- E (65-60%, sufficient – the results meet the minimum criteria),
- Fx (59-0%, insufficient – extra work required)

### **Learning outcomes:**

Learning outcomes

Learning objectives and outcomes: By completing the course, the student gets an overview of the theories of measuring teaching results y mathematics, the creation and evaluation of tests, the classical theory of tests and testing, the creation of tasks according to the taxonomy of tasks, as well as the specifics of online and electronic testing. The student acquires knowledge of the management of the educational process in primary school in order to measure teaching results in mathematics. Upon completion of the subject, the student will be able to create and evaluate a test or e-test in mathematics in primary education.

### **Class syllabus:**

Brief outline of the subject:

The subject focuses on methods of measuring teaching results in mathematics in primary education using tests and e-tests in the school environment as well as on the objectives and methods of national and international measurements in mathematics and mathematical literacy.

Content content:

1. Evaluation and measurement of learning outcomes, basic concepts.
2. Non-target taxonomy of tasks applied to mathematical education. Using bloom's revised taxonomy of tasks to measure learning outcomes.
3. Nationwide measurements – Testing 5, goals, criteria.
4. International testing (TIMSS, PISA), objectives, criteria.
5. Forms of evaluation of the results of the work of pupils. Creation of activities for verbal evaluation. Project evaluation.
6. Creation and evaluation of school tests in mathematics in primary education
7. Creation and evaluation of digital activities and e-tests. Measuring learning outcomes in online learning
8. Presentation of semester projects.

### **Recommended literature:**

Recommended literature:

1. Demkanin, P. a kol.: Metodika tvorby testových úloh a testov. Národný ústav certifikovaných meraní vzdelávania. Bratislava. 2015. ISBN 978-80-89638-28-4  
dostupné online <https://www.etest.sk/data/att/fdd/609.2e2bed.pdf> a <https://www.etest.sk/data/att/3fe/606.4dbca2.pdf>

2. Ficová, L. a kol.: Matematická gramotnosť v testových úlohách, Národný ústav certifikovaných meraní vzdelávania. Bratislava. 2015. ISBN 978-80-89638-24-6 dostupné online <https://www.etest.sk/data/att/9e3/581.f3581.pdf>

3. Galádová, A. a kol.: Zbierka uvoľnených úloh z matematiky TIMSS 2011, Národný ústav certifikovaných meraní vzdelávania. Bratislava. 2015. ISBN 978-80-89638-20-8 dostupné online <https://www.etest.sk/data/att/78e/550.050ff9.pdf>

4. Galádová, A. a kol.: PISA 2012 – matematika. Zbierka uvoľnených úloh štúdie PISA 2012 z matematiky Národný ústav certifikovaných meraní vzdelávania. Bratislava. 2015. ISBN 978-80-89638-18-5 dostupné online <https://www.etest.sk/data/att/327/552.392629.pdf>

5. Lapitka, M. Tvorba a použitie didaktických testov. Bratislava: SPN ÚÚVU, 1990. ISBN 80-08-00782-6.

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The basic study text for the educational content of the discipline Methods of measuring the teaching results of mathematics will be made available to students on a regular time interval in electronic form through the university LMS Moodle.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. PaedDr. Lilla Koreňová, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex223/22	<b>Course title:</b> Methods of solving mathematical problems in primary education
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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: Scope, type/method of teaching and organizational form: 5 hours exercise + 6 hours of self-study; a total of 11 hours per semester, by the combined method, mostly in attendance. Student workload: 5C (2 credits): 5 hours of direct instruction; 20 hours of seminar paper preparation, 9 hours of preparation for presentations to the entire study group, 6 hours of self-study, 20 hours of preparation for the final assessment. Total 60 hours of student work. Teaching methods: discussion of the tasks of the thematic unit of school mathematics of the primary level, or mathematical competitions, student's performances with presentation and solution of the tasks of school mathematics of the primary level, problem-solving tasks.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The method of completion of the course is assessment. The student will be evaluated continuously in the form of an assessment of his/her two seminar papers associated with their presentation in front of the whole study group focused on solving problems from school mathematics of primary level (2x30points = 60 points), at the same time the final test at the end of the semester will be evaluated (40 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. In this course, it is expected that the student will acquire important skills and competences necessary for his/her future teaching profession. This is also related to the assessment grades: A-excellent performance, the student can creatively solve school mathematics problems at primary level, including more challenging ones, and he/she is able to justify and explain them in terminologically correct and comprehensible terms. B-very good performance, the student can creatively solve common school mathematics problems of primary level, he/she can justify, and explain them in terminologically correct and comprehensible way.	



C-good performance, the student can solve common primary school mathematics problems in a standard way, with only minor terminological deficiencies in his/her expression and explanation.

D-Satisfactory performance, the student can solve simpler primary level school mathematics problems in a standard way, he/she has occasional terminological weaknesses in his/her expression and explanation, he/she has very limited skills in solving more challenging problems.

E-Adequate performance, the student can solve simple primary level school mathematics problems in simple ways, and he/she has some terminological deficiencies in his/her expression and explanation, he/she has limited skills in using these problems in practice.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Learning objectives and outcomes: The aim of the course Methods of solving mathematical problems in primary education is to enable students to acquire the ability to solve primary school mathematics problems in different ways and at different levels of initial knowledge. The student should acquire the ability to generate guiding questions for students in solving problems, to draw a diagram or to model the situation described in the problem. The student should be able to set, present and explain in terminologically correct terms and in a way that is comprehensible to the pupils the assignments and solutions to problems in primary school mathematics or mathematics competitions. It is assumed that he/she can formulate information about the procedure and results of solving these problems. These activities will promote the student's communication skills as a future teacher in relation to pupils. Furthermore, there are developed the student's analytical and deductive thinking, creativity and abstract thinking skills, critical thinking skills, reasoning in the context of solving primary school mathematics problems in relation to the application of these problems in practice.

### **Class syllabus:**

Course outcomes of subject (content):

The content of the course is divided into three thematic areas:

#### **1. Problem solving strategy according Pólya**

In this thematic area, the student will gain practical skills in solving primary level school mathematics problem solving problems using the steps of the strategy according Pólya:

- a) Understanding the problem
- b) Designing a solution plan
- c) Implementing the plan
- d) Looking back (evaluate and interpret the results),

We further develop students' innovative, creative thinking to find effective strategies to solve these problems.

First seminar work, coupled with a presentation to the study group, is devoted to the application of the steps of Poly's strategy in solving a selected school mathematics problem of primary level, coupled with a discussion with the study group on possible strategies for solving this problem.

#### **2. Word and number problems, sorting word problems, problem problems**

This thematic area is devoted to applications of problem-solving steps, graphical and practical problem solving, contextual problems, simple and compound word problems sorted by solution strategy. The student develops analytical and deductive thinking in finding a problem-solving strategy, the ability to write problems correctly, illustrate solution steps, and use pictures or diagrams.

Second seminar work associated with presenting in front of the study group is devoted to the presentation of the solution of two different types of school problem problems chosen by the student.

We develop the ability of reasoning and correct explanation of the solution of the problem school

<p>problem of mathematics of the primary level, which as a teacher will be used in his future teaching practice.</p> <p>3. Standard and more challenging school mathematics problems of the primary level or mathematics competitions.</p> <p>This thematic area is intended to help the student to actively acquire knowledge and information necessary for solving standard and more difficult school problems or mathematical competitions (e.g., Mathematical Kangaroo, Mathematical Olympiad for 4th grade of primary school, etc.), to be able to integrate them and use them in applications. It promotes his innovative, creative thinking as well as his ability to present the results of his own problem solving correctly and professionally. The final test is devoted to solving different types of school mathematics problems of primary level, including the more difficult ones with different solution strategies, as well as the use of strategy of Pólya. The student should demonstrate the ability to correctly argue and explain the solution of a primary level school mathematics problem. At the same time, we develop his/her ability to think innovatively and critically, and to interpret the results of his/her solution.</p>																				
<p><b>Recommended literature:</b></p> <p>Compulsory/Recommended readings:</p> <p>Compulsory readings:</p> <p>Polya, G.: Jak to řešit. Překvapivé aspekty (nejen matematických metod). Praha: MatFyzPress, 2016. ISBN 978-80-7378-325-9.</p> <p>Gunčaga, J. Honíšková, L.: Metódy riešenia matematických úloh v primárnom a nižšom sekundárnom vzdelávaní. Ružomberok: Verbum, 2021. ISBN 978 – 80 – 561 – 0894 – 9.</p> <p>Gunčaga, J., Kolodkina, S.: Využitie programu „Zaujímavá kombinatorika“ v primárnom vzdelávaní. In: Žiak, pohyb, edukácia [elektronický dokument] : vedecký zborník 2021. - : 1. vyd. Bratislava : Univerzita Komenského v Bratislave, 2021. - s. 64-76. ISBN 978-80-223-5248-2.</p> <p>Gunčaga, J., Kopáčová, J.: Symetria v primárnom vzdelávaní. In: Učiteľ matematiky, roč.27, 2019, č. 2, s. 65–73. ISSN 1210-9037. Available online:  <a href="https://dml.cz/bitstream/handle/10338.dmlcz/148600/UcitelMat_027-2019-2_1.pdf">https://dml.cz/bitstream/handle/10338.dmlcz/148600/UcitelMat_027-2019-2_1.pdf</a></p> <p>Zbierky úloh z matematiky pre primárny stupeň vydávané s doložkou MŠVVŠ SR, napr. Belic M., Stirežovská, J.: Matematika pre štvrtákov. Zbierka úloh. Bratislava: AITEC, 2020. ISBN 978-80-8146-215-3.</p> <p>Interest readings:</p> <p>Matematický klokan-sborníky (kategórie Svrček, Klokanko). Available online:  <a href="https://matematickyklokan.net/index.php/sborniky">https://matematickyklokan.net/index.php/sborniky</a></p> <p>Labjaková I.: Rozvoj matematickej gramotnosti v primárnom vzdelávaní. Príručka pre učiteľov. Bratislava: MPC, 2017. Available online:  <a href="https://archiv.mpcedu.sk/sites/default/files/publikacie/i_labjakova_rozvoj_matematickej_gramotnosti_v_primarnom_vzdelavani.pdf">https://archiv.mpcedu.sk/sites/default/files/publikacie/i_labjakova_rozvoj_matematickej_gramotnosti_v_primarnom_vzdelavani.pdf</a></p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak, Czech or English</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 44</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>36,36</td><td>0,0</td><td>38,64</td><td>20,45</td><td>4,55</td><td>0,0</td><td>0,0</td></tr> </tbody> </table>							A	ABS	B	C	D	E	FX	36,36	0,0	38,64	20,45	4,55	0,0	0,0
A	ABS	B	C	D	E	FX														
36,36	0,0	38,64	20,45	4,55	0,0	0,0														
<p><b>Lecturers:</b> PaedDr. Martina Totkovičová, PhD.</p>																				

<b>Last change:</b> 21.09.2023
<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.KPEP/M-UPVex223/22	<b>Course title:</b> Methods of solving mathematical problems in primary education
<b>Educational activities:</b> <b>Type of activities:</b> practicals <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: Scope, type/method of teaching and organizational form: 5 hours exercise + 6 hours of self-study; a total of 11 hours per semester, by the combined method, mostly in attendance. Student workload: 5C (2 credits): 5 hours of direct instruction; 20 hours of seminar paper preparation, 9 hours of preparation for presentations to the entire study group, 6 hours of self-study, 20 hours of preparation for the final assessment. Total 60 hours of student work. Teaching methods: discussion of the tasks of the thematic unit of school mathematics of the primary level, or mathematical competitions, student's performances with presentation and solution of the tasks of school mathematics of the primary level, problem-solving tasks.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The method of completion of the course is assessment. The student will be evaluated continuously in the form of an assessment of his/her two seminar papers associated with their presentation in front of the whole study group focused on solving problems from school mathematics of primary level (2x30points = 60 points), at the same time the final test at the end of the semester will be evaluated (40 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. In this course, it is expected that the student will acquire important skills and competences necessary for his/her future teaching profession. This is also related to the assessment grades: A-excellent performance, the student can creatively solve school mathematics problems at primary level, including more challenging ones, and he/she is able to justify and explain them in terminologically correct and comprehensible terms. B-very good performance, the student can creatively solve common school mathematics problems of primary level, he/she can justify, and explain them in terminologically correct and comprehensible way.	

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We develop the ability of reasoning and correct explanation of the solution of the problem school

<p>problem of mathematics of the primary level, which as a teacher will be used in his future teaching practice.</p> <p>3. Standard and more challenging school mathematics problems of the primary level or mathematics competitions.</p> <p>This thematic area is intended to help the student to actively acquire knowledge and information necessary for solving standard and more difficult school problems or mathematical competitions (e.g., Mathematical Kangaroo, Mathematical Olympiad for 4th grade of primary school, etc.), to be able to integrate them and use them in applications. It promotes his innovative, creative thinking as well as his ability to present the results of his own problem solving correctly and professionally. The final test is devoted to solving different types of school mathematics problems of primary level, including the more difficult ones with different solution strategies, as well as the use of strategy of Pólya. The student should demonstrate the ability to correctly argue and explain the solution of a primary level school mathematics problem. At the same time, we develop his/her ability to think innovatively and critically, and to interpret the results of his/her solution.</p>																				
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<p><b>Languages necessary to complete the course:</b></p> <p>Slovak, Czech or English</p>																				
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36,36	0,0	38,64	20,45	4,55	0,0	0,0														
<p><b>Lecturers:</b></p>																				

<b>Last change:</b> 21.09.2023
<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.KPEP/M-UPVex236/22	<b>Course title:</b> Multimedia production
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organisational form 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10S (3 credits): 10 hours of direct instruction; 10 hours of seminar paper preparation; 10 hours of preparation for midterm evaluation; 23 hours of discussion groups and evaluation, 12 hours of self-study; 25 hours of exam preparation. Total 90 hours of student work. Teaching methods: lectures, assignment and problem solving in multimedia practice, application of theoretical knowledge to practical examples.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course is completed by an examination consisting of an oral examination and a term paper. Intermediate assignments and tasks are carried out during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) Test 30%, term paper 20%, debate 10%, midterm assignments and assignments 20%, discussion groups 20% of the total 100% grade. Credit will not be awarded to a student who fails to complete any of the topics and assignments.	



**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of education in the subject is to prepare specialist teachers for culture and art education at the primary level of education.

The student after completing the course:

- knows the specifics of media, with an emphasis on digital, has knowledge of the possibilities in artistic expression, is able to combine media and express themselves artistically,
- is able to conduct creative and professional teaching with pupils,
- Is oriented in the values of artistic outputs with an emphasis on theoretical and practical teaching of pupils.

**Class syllabus:**

Course outcomes of subject (content):

1. Visual arts. The content and meaning of this concept. Its history.
2. Contemporary vision of the world and transformations of culture.
3. Multimedia art and new media.
4. Create a short video on a current topic.
5. Create a photo collection.
6. Art in the contemporary world of the Internet.
7. Perspectives of multimedia creation.

**Recommended literature:**

Compulsory/Recommended readings:

EWING, A.W., HERSCHDORFER, N. reGeneration2. London: Thames&Hudson, 2010. ISBN 978-0-500-28889-4.

GERŽOVÁ, J. Slovník svetového a slovenského výtvarného umenia druhej polovice 20.storočia. Bratislava: Profil, 1999. ISBN 80-968283-0-4.

LUCIE-SMITH, E. ArtToday. Praha: Slovart, 1996. ISBN 80-85871-97-1.

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Bratislava: VŠVU, 2005. ISBN 80-88675-97-9.

RUSNÁKOVÁ, K. História a teória mediálneho umenia na Slovensku. Bratislava: VŠVU, 2006. ISBN 80-89259-04-9

**Languages necessary to complete the course:**

Slovak language and Czech language

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

Total number of evaluated students: 194

A	ABS	B	C	D	E	FX
90,72	0,0	2,58	2,06	1,03	0,0	3,61

**Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex236/22	<b>Course title:</b> Multimedia production
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organisational form 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10S (3 credits): 10 hours of direct instruction; 10 hours of seminar paper preparation; 10 hours of preparation for midterm evaluation; 23 hours of discussion groups and evaluation, 12 hours of self-study; 25 hours of exam preparation. Total 90 hours of student work. Teaching methods: lectures, assignment and problem solving in multimedia practice, application of theoretical knowledge to practical examples.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course is completed by an examination consisting of an oral examination and a term paper. Intermediate assignments and tasks are carried out during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) Test 30%, term paper 20%, debate 10%, midterm assignments and assignments 20%, discussion groups 20% of the total 100% grade. Credit will not be awarded to a student who fails to complete any of the topics and assignments.	

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of education in the subject is to prepare specialist teachers for culture and art education at the primary level of education.

The student after completing the course:

- knows the specifics of media, with an emphasis on digital, has knowledge of the possibilities in artistic expression, is able to combine media and express themselves artistically,
- is able to conduct creative and professional teaching with pupils,
- Is oriented in the values of artistic outputs with an emphasis on theoretical and practical teaching of pupils.

**Class syllabus:**

Course outcomes of subject (content):

1. Visual arts. The content and meaning of this concept. Its history.
2. Contemporary vision of the world and transformations of culture.
3. Multimedia art and new media.
4. Create a short video on a current topic.
5. Create a photo collection.
6. Art in the contemporary world of the Internet.
7. Perspectives of multimedia creation.

**Recommended literature:**

Compulsory/Recommended readings:

EWING, A.W., HERSCHDORFER, N. reGeneration2. London: Thames&Hudson, 2010. ISBN 978-0-500-28889-4.

GERŽOVÁ, J. Slovník svetového a slovenského výtvarného umenia druhej polovice 20.storočia. Bratislava: Profil, 1999. ISBN 80-968283-0-4.

LUCIE-SMITH, E. ArtToday. Praha: Slovart, 1996. ISBN 80-85871-97-1.

RUSNÁKOVÁ, K. V toku pohyblivých obrazov. Bratislava: VŠVU, 2005. ISBN 80-88675-97-9.

RUSNÁKOVÁ, K. História a teória mediálneho umenia na Slovensku. Bratislava: VŠVU, 2006. ISBN 80-89259-04-9

**Languages necessary to complete the course:**

Slovak language and Czech language

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

Total number of evaluated students: 194

A	ABS	B	C	D	E	FX
90,72	0,0	2,58	2,06	1,03	0,0	3,61

**Lecturers:** Mgr. Miroslava Repiská, PhD.

**Last change:** 21.09.2023

**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.KPPP/M-UPVex002/22	<b>Course title:</b> Music art in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form: 2 x 5 hours of direct teaching = 10 hours + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct teaching = 10 hours; 12 hours of self-study; 40 hours of seminar paper preparation; 18 hours of literature study, 40 hours of preparation for continuous assessment. Total 120 hours of student work. Teaching methods: Combination of monological methods (instruction), situational methods (case studies), dialogical methods (interview, discussion), and practical methods ((induction, deduction, analysis, synthesis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written term papers of 50 points each during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91 %, excellent – outstanding results), B (90-81 %, very good – above the average standard), C (80-73 %, good – generally sound work), D (72-66 %, satisfactory – fair but with significant shortcomings), E (65-60 %, sufficient – performance meets the minimum criteria), Fx (59-0 %, fail – further work required). Credit will not be awarded to a student who fails to complete any of the assigned topics. Assessment consists of sub-assignments, assignments, practical outcomes and a final performance.	
<b>Learning outcomes:</b>	

**Learning outcomes/ Objectives and learning outcomes:**  
 The student masters theoretically and practically (own proposals) the issues of the lesson - its stages, structure, form, tectonics, as well as related activities - teacher preparation for teaching. The student is oriented in music pedagogical and didactic constructs (plans, curricula, standards, programmes), in current textbooks, in the issue of material and didactic means, he/she knows the basic principles of teacher-pupil interaction and pedagogical communication, he/she can apply general didactic principles in music education. Gain an overview of current progressive didactic models and concepts.

**Class syllabus:**

Course outcomes of subject (content):

Teaching lessons - structure, stages, construction, principles. Music-educational activities, music-didactic games. Teacher preparation for teaching - objectives, content, methodological procedure. Material-didactic means, up-to-date textbooks. Teacher's personality. Teacher-pupil interaction, artistic and pedagogical communication. Musico-didactic models and concepts. Creation of a music-pedagogical project. Management of the music-educational process.

**Recommended literature:**

Compulsory readings:

BALCÁROVÁ, Božena. Integrated didactics of music education in primary education. ISBN 978-80-555-2324-8.

BOROŠ, Tomáš. Music education. Theory and practice. Bratislava: Comenius University, 2018. ISBN 978-80-223-4430-2.

FRIDMAN, Libor et al. Current impulses for the modernization of music education didactics. Banská Bystrica: PF UMB, 2013. ISBN 978-80-8083-755-6.

BARANOVÁ, Eleonóra. Music education - education by music to music. Banská Bystrica: Pedagogical Faculty of UMB, 2010. ISBN 978-80-8083-866-9.

Recommended (interest) literature:

BALCÁROVÁ, Božena. Alfa of didactics of music education. Prešov: Súzvuk, 2004. ISBN 80-89188-00-1.

BARANOVÁ, Eleonóra. How to teach music education. Ružomberok: Catholic University, 2001. ISBN 80-89039-03-0.

HURNÍK, Ilja. The Art of Listening to Music. 6 CDS. Prague: Supraphon, 2004.

JENČKOVÁ, Eva. Music and Movement in School. Hradec Králové: Tandem, 2002. ISBN 80-903115-7-1.

KODEJŠKA, Miloš. Integrative music education of the preschool child. Prague: PF UK Prague, 2002. ISBN 80-7290-080-3.

SEDLÁK, František, VÁŇOVÁ, Hana: Music psychology for teachers. Prague: Karolinum, 2013. ISBN 978-80-246-2060-2.

**Languages necessary to complete the course:**

Slovak, Czech language

**Notes:**

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

**Past grade distribution**

Total number of evaluated students: 261

A	ABS	B	C	D	E	FX
70,5	0,0	16,48	11,11	1,53	0,0	0,38

<b>Lecturers:</b> PaedDr. Lenka Kaščáková, PhD.
<b>Last change:</b> 19.09.2023
<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.KPPP/M-UPVex002/22	<b>Course title:</b> Music art in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form: 2 x 5 hours of direct teaching = 10 hours + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct teaching = 10 hours; 12 hours of self-study; 40 hours of seminar paper preparation; 18 hours of literature study, 40 hours of preparation for continuous assessment. Total 120 hours of student work. Teaching methods: Combination of monological methods (instruction), situational methods (case studies), dialogical methods (interview, discussion), and practical methods ((induction, deduction, analysis, synthesis).	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: There will be two written term papers of 50 points each during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 25 points in either of the two written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91 %, excellent – outstanding results), B (90-81 %, very good – above the average standard), C (80-73 %, good – generally sound work), D (72-66 %, satisfactory – fair but with significant shortcomings), E (65-60 %, sufficient – performance meets the minimum criteria), Fx (59-0 %, fail – further work required). Credit will not be awarded to a student who fails to complete any of the assigned topics. Assessment consists of sub-assignments, assignments, practical outcomes and a final performance.	
<b>Learning outcomes:</b>	

**Learning outcomes/ Objectives and learning outcomes:**  
 The student masters theoretically and practically (own proposals) the issues of the lesson - its stages, structure, form, tectonics, as well as related activities - teacher preparation for teaching. The student is oriented in music pedagogical and didactic constructs (plans, curricula, standards, programmes), in current textbooks, in the issue of material and didactic means, he/she knows the basic principles of teacher-pupil interaction and pedagogical communication, he/she can apply general didactic principles in music education. Gain an overview of current progressive didactic models and concepts.

**Class syllabus:**

Course outcomes of subject (content):

Teaching lessons - structure, stages, construction, principles. Music-educational activities, music-didactic games. Teacher preparation for teaching - objectives, content, methodological procedure. Material-didactic means, up-to-date textbooks. Teacher's personality. Teacher-pupil interaction, artistic and pedagogical communication. Musico-didactic models and concepts. Creation of a music-pedagogical project. Management of the music-educational process.

**Recommended literature:**

Compulsory readings:

BALCÁROVÁ, Božena. Integrated didactics of music education in primary education. ISBN 978-80-555-2324-8.

BOROŠ, Tomáš. Music education. Theory and practice. Bratislava: Comenius University, 2018. ISBN 978-80-223-4430-2.

FRIDMAN, Libor et al. Current impulses for the modernization of music education didactics. Banská Bystrica: PF UMB, 2013. ISBN 978-80-8083-755-6.

BARANOVÁ, Eleonóra. Music education - education by music to music. Banská Bystrica: Pedagogical Faculty of UMB, 2010. ISBN 978-80-8083-866-9.

Recommended (interest) literature:

BALCÁROVÁ, Božena. Alfa of didactics of music education. Prešov: Súzvuk, 2004. ISBN 80-89188-00-1.

BARANOVÁ, Eleonóra. How to teach music education. Ružomberok: Catholic University, 2001. ISBN 80-89039-03-0.

HURNÍK, Ilja. The Art of Listening to Music. 6 CDS. Prague: Supraphon, 2004.

JENČKOVÁ, Eva. Music and Movement in School. Hradec Králové: Tandem, 2002. ISBN 80-903115-7-1.

KODEJŠKA, Miloš. Integrative music education of the preschool child. Prague: PF UK Prague, 2002. ISBN 80-7290-080-3.

SEDLÁK, František, VÁŇOVÁ, Hana: Music psychology for teachers. Prague: Karolinum, 2013. ISBN 978-80-246-2060-2.

**Languages necessary to complete the course:**

Slovak, Czech language

**Notes:**

In case of good language skills of the student, in addition to the literature in Slovak language, we also provide relevant foreign language literature.

**Past grade distribution**

Total number of evaluated students: 261

A	ABS	B	C	D	E	FX
70,5	0,0	16,48	11,11	1,53	0,0	0,38



<b>Lecturers:</b> PaedDr. Lenka Kaščáková, PhD.
<b>Last change:</b> 19.09.2023
<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.KPPP/M-UPVex235/22	<b>Course title:</b> Music education project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Type, scope and method of educational activities: Scope, type/method of teaching and organizational form: 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of direct teaching; 8 hours of preparation for continuous assessment, 20 hours of preparation for final presentation, 12 hours of self-study. Total 50 hours of student work. Method of study: dialogical, practical, project-based, brainstorming, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 71 points is required for a C grade, a minimum of 61 points is required for a D grade, and a minimum of 51 points is required for an E grade. Credit will not be awarded to a student who fails to complete any of the assigned topics. 50% of the assessment - interim work, 50% of the assessment - final project. The grade is awarded on a scale: A (100-91 %, excellent – outstanding results), B (90-81 %, very good – above the average standard), C (80-73 %, good – generally sound work), D (72-66 %, satisfactory – fair but with significant shortcomings), E (65-60 %, sufficient – performance meets the minimum criteria), Fx (59-0 %, fail – further work required). Credit will not be awarded to a student who fails to complete any of the assigned topics. Assessment consists of sub-assignments, assignments, practical outcomes and a final performance.	
<b>Learning outcomes:</b> Learning outcomes/ Objectives and learning outcomes: The student will independently create an original methodological procedure for a music-educational activity in which he/she creatively synthesizes and applies practical skills and theoretical knowledge from the field of music pedagogy, music education, music didactics and its subject didactics, music	

methodology and methodology, from the field of instrument playing and elementary composition and improvisation. He is able to implement his own methodological procedure in practice. The student acquires the skills of teamwork and organisation of collective activities. The student will develop the skills of self-presentation and social communication.						
<b>Class syllabus:</b> Course outcomes of subject (content): Music activities in practice. Music-making skills. Musical-dramatic activities. Creation and realization of own musical, musical-dramatic projects. The topic and type of output is chosen by the students together in cooperation with the teacher. Individual projects are intended as a collective work of the whole study group or divided into smaller groups.						
<b>Recommended literature:</b> Compulsory readings: The course does not work with compulsory literature, as it is aimed at producing individual creations according to the creative potential of the students and with the integration of knowledge and experience acquired in professional courses. Recommended (interest) literature: ČUNDERLÍKOVÁ, E. From experience to knowledge and creativity, didactics of collective teaching. Bratislava. JENČKOVÁ, E. Music and Movement in School. Hradec Králové: Tandem, 2002. ISBN 80-903115-7-1. KODEJŠKA, M. Integrative music education of the preschool child. Prague: PF UK Prague, 2002. ISBN 80-7290-080-3. ONDREJKA, K. Children to children. Bratislava: Osvetový ústav, 1993. ŠIMONEKOVÁ, H. Music and movement rhythmic. Bratislava: AT Publishing, 2008. ŠIMONEKOVÁ, H. Folk dances. Bratislava: AT Publishing, 2004. BOROŠ, T. Contextualizing abstract phenomena of musical art in the activities of kindergarten children. In Didactic possibilities of developing the child's personality in kindergarten. Martin: Society for Preschool Education, 2011. FRIDMAN, Libor et al. Current Implications for the Modernization of the Didactics of Music Education. Banská Bystrica: PF UMB, 2013. ISBN 978-80-8083-755-6. GREATA, J. An Introduction to music in early childhood education. London, 2010.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 204						
A	ABS	B	C	D	E	FX
82,84	0,0	14,71	1,96	0,0	0,0	0,49
<b>Lecturers:</b> Mgr. art. Stanislava Maggioni, ArtD.						
<b>Last change:</b> 21.09.2023						
<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.KPPP/M-UPVex235/22	<b>Course title:</b> Music education project
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Type, scope and method of educational activities: Scope, type/method of teaching and organizational form: 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of direct teaching; 8 hours of preparation for continuous assessment, 20 hours of preparation for final presentation, 12 hours of self-study. Total 50 hours of student work. Method of study: dialogical, practical, project-based, brainstorming, guided self-study	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 71 points is required for a C grade, a minimum of 61 points is required for a D grade, and a minimum of 51 points is required for an E grade. Credit will not be awarded to a student who fails to complete any of the assigned topics. 50% of the assessment - interim work, 50% of the assessment - final project. The grade is awarded on a scale: A (100-91 %, excellent – outstanding results), B (90-81 %, very good – above the average standard), C (80-73 %, good – generally sound work), D (72-66 %, satisfactory – fair but with significant shortcomings), E (65-60 %, sufficient – performance meets the minimum criteria), Fx (59-0 %, fail – further work required). Credit will not be awarded to a student who fails to complete any of the assigned topics. Assessment consists of sub-assignments, assignments, practical outcomes and a final performance.	
<b>Learning outcomes:</b> Learning outcomes/ Objectives and learning outcomes: The student will independently create an original methodological procedure for a music-educational activity in which he/she creatively synthesizes and applies practical skills and theoretical knowledge from the field of music pedagogy, music education, music didactics and its subject didactics, music	

methodology and methodology, from the field of instrument playing and elementary composition and improvisation. He is able to implement his own methodological procedure in practice. The student acquires the skills of teamwork and organisation of collective activities. The student will develop the skills of self-presentation and social communication.						
<b>Class syllabus:</b> Course outcomes of subject (content): Music activities in practice. Music-making skills. Musical-dramatic activities. Creation and realization of own musical, musical-dramatic projects. The topic and type of output is chosen by the students together in cooperation with the teacher. Individual projects are intended as a collective work of the whole study group or divided into smaller groups.						
<b>Recommended literature:</b> Compulsory readings: The course does not work with compulsory literature, as it is aimed at producing individual creations according to the creative potential of the students and with the integration of knowledge and experience acquired in professional courses. Recommended (interest) literature: ČUNDERLÍKOVÁ, E. From experience to knowledge and creativity, didactics of collective teaching. Bratislava. JENČKOVÁ, E. Music and Movement in School. Hradec Králové: Tandem, 2002. ISBN 80-903115-7-1. KODEJŠKA, M. Integrative music education of the preschool child. Prague: PF UK Prague, 2002. ISBN 80-7290-080-3. ONDREJKA, K. Children to children. Bratislava: Osvetový ústav, 1993. ŠIMONEKOVÁ, H. Music and movement rhythmic. Bratislava: AT Publishing, 2008. ŠIMONEKOVÁ, H. Folk dances. Bratislava: AT Publishing, 2004. BOROŠ, T. Contextualizing abstract phenomena of musical art in the activities of kindergarten children. In Didactic possibilities of developing the child's personality in kindergarten. Martin: Society for Preschool Education, 2011. FRIDMAN, Libor et al. Current Implications for the Modernization of the Didactics of Music Education. Banská Bystrica: PF UMB, 2013. ISBN 978-80-8083-755-6. GREATA, J. An Introduction to music in early childhood education. London, 2010.						
<b>Languages necessary to complete the course:</b> Slovak language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 204						
A	ABS	B	C	D	E	FX
82,84	0,0	14,71	1,96	0,0	0,0	0,49
<b>Lecturers:</b> Mgr. art. Stanislava Maggioni, ArtD.						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex122/22	<b>Course title:</b> Natural science practicum - living nature
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form 10 hours of exercise + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10C (2 credits) for an external student: 10 hours of direct teaching; 30 hours of developing a project on a chosen natural science topic in the form of a practical evaluation of research activities (observation, attempt and experimentation) usable in primary natural science education; 8 hours of preparation for the practical output - didactic analysis of the curriculum of natural science topic of primary education from the educational area Man and Nature with the application of activating and experiential methods in the process of primary natural science education; 12 hours of self-study; A total of 60 hours of student work. Teaching methods: experiential methods, activating methods, project methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be assessed continuously: a) in the form of developing a project on a chosen science topic in the form of a practical evaluation of research activities (observation, attempt and experimentation) usable in primary science education with a maximum value of 60 points; b) a practical output will then take place - a presentation of the selected natural science topic in the form of a lesson evaluated as a didactic analysis of the natural science topic of primary education from the educational area Man and Nature with the application of activating and experiential methods in the process of primary natural science education with a maximum value of 40 points. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade.	

Credits will not be awarded to a student who gets less than 40 points from the developed project and less than 20 points from the practical output of the didactic analysis of the natural science topic of primary education. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.

The rating is given on a scale:

A (100-91%, excellent - excellent results), excellent performance, the student is excellent versed in the curricular documents of primary science education, knows how to work with current elementary and natural science textbooks, knows procedures, methodological tools, methods and forms of implementing science primary education and knows how to apply them to the pedagogical process

B (90-81%, very good - above average standard), very good performance, the student knows how to work with current elementary and natural science textbooks very well, his orientation in the curriculum documents of primary natural science education is borderline, however, he knows procedures, methodological tools, methods and forms of implementing science primary education and knows to apply them to the pedagogical process

C (80-73%, good – normal reliable work), good performance, although the student has a good command of working with the current elementary and natural science textbooks, but orientation in the curriculum documents of primary natural science education is partially absent and partially knows the procedures, methodological tools, methods and forms of implementing science primary education, but those he knows, he can apply to the pedagogical process

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student only partially masters the work with the current elementary and natural science textbooks, orientation in curricular documents of primary natural science education is partially absent, he knows only some procedures, methodological tools, methods and forms of implementation of natural science primary education and can only partially apply them in the pedagogical process

E (65-60%, sufficient - the results meet the minimum criteria), satisfactory performance, the student minimally masters the work with the current elementary and natural science textbooks and his orientation in the curriculum documents of primary natural science education is at a minimum level, he only knows a minimum of basic procedures implementation of natural science primary education and can only partially apply them in the pedagogical process

Fx (59-0%, insufficient - additional work is required), insufficient performance, the student does not sufficiently master the work with the current elementary and natural science textbooks, orientation in the curricular documents of primary natural science education is completely absent, he does not even know the basic procedures for the realization of primary natural science education and is not able to apply them in the pedagogical process

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student should know the procedures, methodological tools, ways and forms of implementing science education at a younger school age and be able to apply them to the pedagogical process of primary science education. The student should be able to orient himself in the current elementary and natural science textbooks, as well as curricular documents of primary natural science education. As part of the course, students should gain work experience and at the same time will have the opportunity to strengthen their digital skills with special aids that can be used in science education at the primary level of education.

### **Class syllabus:**

Course outcomes of subject (content):

1. Basic methods of natural science research activities. Research activities that can be used in science education at the 1st grade of elementary school. Observation, attempt, experiment in primary science education. (the student knows the relevant methods of natural science research

- activities and can apply them appropriately in the pedagogical process of primary natural science education)
2. Principles and safety of work in the laboratory. Laboratory aids and microscopic technique. (the student knows and is able to use the basic laboratory aids necessary for the implementation of natural science experiments in the process of primary education and at the same time controls the principles of work safety in the laboratory in terms of protecting the health of children, pupils of younger school age)
  3. Work in the field. Basic procedures in field research. (the student knows the appropriate organizational forms of primary natural science education and acquires basic knowledge of work organization during field research)
  4. Practical recognition and identification of selected representatives of plants and animals. (the student will acquire practical skills in identifying selected species of plants and animals, which are part of the educational standards of primary natural science education, the student will learn to work with atlases for identifying plants and animals and will acquire digital skills in identifying selected species of plants and animals using interactive mobile applications)
  5. Creation of aids, creation of collections. Alternative aids for the implementation of simple biological observations and experiments. (the student has the opportunity to develop his creativity when creating his own tools and collections, and at the same time the student gains experience working with special alternative tools that can be used in primary science education)
  6. Creation and presentation of an educational activity with a focus on the development of practical research skills. (the student knows how to orient himself in the curricular documents of primary science education, knows how to work with current elementary and natural science textbooks, can identify in them and at the same time practice those research activities that are applicable in the educational process of primary education)

#### **Recommended literature:**

Compulsory/Recommended readings:

- FUCHSOVÁ, M., ADAMKOVÁ, M., PIRHÁČOVÁ LAPŠANSKÁ, M., 2020. Uses of augmented reality in biology education. In: Augmented reality in educational settings. 1. vyd., Leiden: Brill, 2020, S. 168-194, ISBN 978-90-04-40883-8. Registrované v wos
- FUCHSOVÁ, M., KOREŇOVÁ, L., 2019. Visualisation in basic science and engineering education of future primary school teachers in human biology education using augmented reality. In: European journal of contemporary education. Roč. 8, č. 1 (2019), s. 92-102 Registrované v: wos, scopus
- HELD, Ľ. A KOL., 2019. Koncepcia prírodovedného kurikula pre základnú školu 2020. Trnava: Typi Universitatis Tyrnaviensis, VEDA, 2019, 385 s., ISBN 978-80-568-0197-0
- HELD, Ľ., A KOL., 2011. Výskumne ladená koncepcia prírodovedného vzdelávania IBSE v slovenskom kontexte. Trnava: Typi Universitatis Tyrnaviensis, VEDA, 2011. ISBN 978-80-8082-486-0. Online: <file:///C:/Users/EME201~1/AppData/Local/Temp/zoldosova-VLKPV-1.pdf>
- ISCED 1 – primárne vzdelávanie . Štátny pedagogický ústav, Dostupné na: <http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-1.stupen-zs/clovek-priroda/>
- ROCHOVSKÁ, I., AKIMJAKOVÁ, B. A KOL., 2012. Prírodovedná gramotnosť a prírodovedné vzdelávanie v predškolskej a elementárnej pedagogike. Ružomberok: Verbum, 2012, 137 s., ISBN 978-80-8084-926-9
- ŽOLDOŠOVÁ, K., 2013. Primárne prírodovedné vzdelávanie. Pedagogická fakulta Trnavskej univerzity v Trnave, ISBN 978-80-8082-688-8. Online: <http://pdf.truni.sk/e-ucebnice/primarne-prirodovedne-vzdelavanie/>



<b>Languages necessary to complete the course:</b> Slovak and English language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 150						
A	ABS	B	C	D	E	FX
40,67	0,0	29,33	19,33	6,0	4,67	0,0
<b>Lecturers:</b> Mgr. Mária Fuchsová, PhD., Mgr. Miriam Adamková, PhD.						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex122/22	<b>Course title:</b> Natural science practicum - living nature
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form 10 hours of exercise + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10C (2 credits) for an external student: 10 hours of direct teaching; 30 hours of developing a project on a chosen natural science topic in the form of a practical evaluation of research activities (observation, attempt and experimentation) usable in primary natural science education; 8 hours of preparation for the practical output - didactic analysis of the curriculum of natural science topic of primary education from the educational area Man and Nature with the application of activating and experiential methods in the process of primary natural science education; 12 hours of self-study; A total of 60 hours of student work. Teaching methods: experiential methods, activating methods, project methods	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b>	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be assessed continuously: a) in the form of developing a project on a chosen science topic in the form of a practical evaluation of research activities (observation, attempt and experimentation) usable in primary science education with a maximum value of 60 points; b) a practical output will then take place - a presentation of the selected natural science topic in the form of a lesson evaluated as a didactic analysis of the natural science topic of primary education from the educational area Man and Nature with the application of activating and experiential methods in the process of primary natural science education with a maximum value of 40 points. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade.	

Credits will not be awarded to a student who gets less than 40 points from the developed project and less than 20 points from the practical output of the didactic analysis of the natural science topic of primary education. In order to successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation.

The rating is given on a scale:

A (100-91%, excellent - excellent results), excellent performance, the student is excellent versed in the curricular documents of primary science education, knows how to work with current elementary and natural science textbooks, knows procedures, methodological tools, methods and forms of implementing science primary education and knows how to apply them to the pedagogical process

B (90-81%, very good - above average standard), very good performance, the student knows how to work with current elementary and natural science textbooks very well, his orientation in the curriculum documents of primary natural science education is borderline, however, he knows procedures, methodological tools, methods and forms of implementing science primary education and knows to apply them to the pedagogical process

C (80-73%, good – normal reliable work), good performance, although the student has a good command of working with the current elementary and natural science textbooks, but orientation in the curriculum documents of primary natural science education is partially absent and partially knows the procedures, methodological tools, methods and forms of implementing science primary education, but those he knows, he can apply to the pedagogical process

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student only partially masters the work with the current elementary and natural science textbooks, orientation in curricular documents of primary natural science education is partially absent, he knows only some procedures, methodological tools, methods and forms of implementation of natural science primary education and can only partially apply them in the pedagogical process

E (65-60%, sufficient - the results meet the minimum criteria), satisfactory performance, the student minimally masters the work with the current elementary and natural science textbooks and his orientation in the curriculum documents of primary natural science education is at a minimum level, he only knows a minimum of basic procedures implementation of natural science primary education and can only partially apply them in the pedagogical process

Fx (59-0%, insufficient - additional work is required), insufficient performance, the student does not sufficiently master the work with the current elementary and natural science textbooks, orientation in the curricular documents of primary natural science education is completely absent, he does not even know the basic procedures for the realization of primary natural science education and is not able to apply them in the pedagogical process

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student should know the procedures, methodological tools, ways and forms of implementing science education at a younger school age and be able to apply them to the pedagogical process of primary science education. The student should be able to orient himself in the current elementary and natural science textbooks, as well as curricular documents of primary natural science education. As part of the course, students should gain work experience and at the same time will have the opportunity to strengthen their digital skills with special aids that can be used in science education at the primary level of education.

### **Class syllabus:**

Course outcomes of subject (content):

1. Basic methods of natural science research activities. Research activities that can be used in science education at the 1st grade of elementary school. Observation, attempt, experiment in primary science education. (the student knows the relevant methods of natural science research

- activities and can apply them appropriately in the pedagogical process of primary natural science education)
2. Principles and safety of work in the laboratory. Laboratory aids and microscopic technique. (the student knows and is able to use the basic laboratory aids necessary for the implementation of natural science experiments in the process of primary education and at the same time controls the principles of work safety in the laboratory in terms of protecting the health of children, pupils of younger school age)
  3. Work in the field. Basic procedures in field research. (the student knows the appropriate organizational forms of primary natural science education and acquires basic knowledge of work organization during field research)
  4. Practical recognition and identification of selected representatives of plants and animals. (the student will acquire practical skills in identifying selected species of plants and animals, which are part of the educational standards of primary natural science education, the student will learn to work with atlases for identifying plants and animals and will acquire digital skills in identifying selected species of plants and animals using interactive mobile applications)
  5. Creation of aids, creation of collections. Alternative aids for the implementation of simple biological observations and experiments. (the student has the opportunity to develop his creativity when creating his own tools and collections, and at the same time the student gains experience working with special alternative tools that can be used in primary science education)
  6. Creation and presentation of an educational activity with a focus on the development of practical research skills. (the student knows how to orient himself in the curricular documents of primary science education, knows how to work with current elementary and natural science textbooks, can identify in them and at the same time practice those research activities that are applicable in the educational process of primary education)

#### **Recommended literature:**

Compulsory/Recommended readings:

- FUCHSOVÁ, M., ADAMKOVÁ, M., PIRHÁČOVÁ LAPŠANSKÁ, M., 2020. Uses of augmented reality in biology education. In: Augmented reality in educational settings. 1. vyd., Leiden: Brill, 2020, S. 168-194, ISBN 978-90-04-40883-8. Registrované v wos
- FUCHSOVÁ, M., KOREŇOVÁ, L., 2019. Visualisation in basic science and engineering education of future primary school teachers in human biology education using augmented reality. In: European journal of contemporary education. Roč. 8, č. 1 (2019), s. 92-102 Registrované v: wos, scopus
- HELD, Ľ. A KOL., 2019. Koncepcia prírodovedného kurikula pre základnú školu 2020. Trnava: Typi Universitatis Tyrnaviensis, VEDA, 2019, 385 s., ISBN 978-80-568-0197-0
- HELD, Ľ., A KOL., 2011. Výskumne ladená koncepcia prírodovedného vzdelávania IBSE v slovenskom kontexte. Trnava: Typi Universitatis Tyrnaviensis, VEDA, 2011. ISBN 978-80-8082-486-0. Online: <file:///C:/Users/EME201~1/AppData/Local/Temp/zoldosova-VLKPV-1.pdf>
- ISCED 1 – primárne vzdelávanie . Štátny pedagogický ústav, Dostupné na: <http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-1.stupen-zs/clovek-priroda/>
- ROCHOVSKÁ, I., AKIMJAKOVÁ, B. A KOL., 2012. Prírodovedná gramotnosť a prírodovedné vzdelávanie v predškolskej a elementárnej pedagogike. Ružomberok: Verbum, 2012, 137 s., ISBN 978-80-8084-926-9
- ŽOLDOŠOVÁ, K., 2013. Primárne prírodovedné vzdelávanie. Pedagogická fakulta Trnavskej univerzity v Trnave, ISBN 978-80-8082-688-8. Online: <http://pdf.truni.sk/e-ucebnice/primarne-prirodovedne-vzdelavanie/>

<b>Languages necessary to complete the course:</b> Slovak and English language						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 150						
A	ABS	B	C	D	E	FX
40,67	0,0	29,33	19,33	6,0	4,67	0,0
<b>Lecturers:</b> Mgr. Mária Fuchsová, PhD.						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex152/22	<b>Course title:</b> Pedagogical diagnostics of pupils
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: 10PS (lecture + seminar) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Scope (number of hours): 10 hours of direct teaching; 28 hours of seminar paper preparation; 12 hours of self-study; 40 hours of preparation for final assessment. Total 90 hours of student work. Methods of educational activities: explanation; lecture; discussion of the topic covered; brainstorming; demonstration methods; written work method; method of working with text; application methods; teaching based on practical experience.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Weighting of interim/final evaluation: 50/50 The student will produce two seminar papers during the semester in the context of the assignment given by the instructor, worth 50 points (2x25 points). Students will have the opportunity to choose the seminar paper independently with the instructor based on the assignments submitted. At the end of the semester in the assessment week, the student will be assessed on the basis of a written test worth 50 points of the knowledge acquired throughout the semester. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60 % of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - outstanding results): the student has an excellent command of the laws of pedagogical diagnosis, can respond promptly and spontaneously during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the problem being addressed. The student participates to some extent in the development of the teaching, bringing his/her own experience and insights from practice into it. His/her written expression in the seminar papers is correct, citationally correct, grammatically sound and creative. B (90-81%, very good - above average standard): the student masters the laws and principles of the functioning of pedagogical diagnosis with minor shortcomings, 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 being addressed. His/her written expression in the term paper is correct, grammatically sound and creative. The results of his/her activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work): the student has an average, i.e. good, command of the laws and principles of the functioning of pedagogical diagnosis, has acquired key competences, and can respond to the teacher's challenges during lectures. The student himself is not proactive, does not ask questions in the context of the problem addressed. His written expression in the seminar work is good, grammatical expression is of less quality.

D (72-66%, satisfactory - acceptable results): the student has a satisfactory level of mastery of the material. Although he/she has some gaps in the theory, he/she cannot apply it to the solution of practical experiences. He is not active during teaching, does not bring new ideas, takes the role of a passive observer. He accepts the learning as the teacher conveys it to him. Memorization, as opposed to critical thinking, is more prevalent in the student. His written expression is often seriously deficient in correctness, accuracy and conciseness.

E (65-60%, sufficient - the results meet the minimum criteria): the student has only minimal knowledge of the laws and principles of pedagogical diagnosis, he/she does not respond to the teacher's instructions and prompts almost at all, the student himself/herself does not take the initiative and does not ask questions in the context of the problem being addressed. He/she cannot apply his/her theoretical knowledge in practical terms, he/she does not have recommendations for the right solution options. The student is rather in the position of a passive recipient of knowledge. His written expression in the seminar paper is at a low level, the student is not creative, he uses numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.

Fx (59-0%, Insufficient - extra work required): given if the student fails to attend the regular assessment date without giving a reason, or the prescribed amount of compulsory attendance at learning activities, or if the student fails to submit both term papers, The student has not acquired 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): 50/50

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will acquire theoretical knowledge in the field of methods of pedagogical diagnosis, as well as practical experience in the field of diagnosis in primary education. In practice, it is common that especially young, novice and creative teachers in their efforts to create their own diagnostic materials do not always respect the individual specifics and developmental peculiarities of pupils. Beginning teachers should get to know the educational needs of their pupils as early as possible and adapt the educational process accordingly. On a practical level, this includes, for example, respecting an appropriate pace of work, ensuring a calm environment in which pupils can concentrate better, respecting individual specificities, providing adequate help and stimuli, using visual aids, applying motivation, and different ways of assessing pupils' work. In the course, the student will learn what diagnostic activities can be carried out and implemented in educational practice (planning, preparation, implementation, evaluation and interpretation of the data obtained). The student will acquire the knowledge and skills necessary to construct, use and evaluate diagnostic tools in a wide range of teaching situations. In the context of diagnosis, the student will be able to make important predictive inferences, design interventions, and monitor their effectiveness. The most important starting point for prognosis is a correctly determined diagnosis. The student will be able to select and use diagnostic methods, tools and techniques in his/her own didactic practice in the context of current trends in pedagogical diagnosis of pupils/pupils to support the learning outcomes and personal development of pupils/pupils in the educational process.

The student is able to explain the meaning of pedagogical diagnostics, orientates in the system of school counselling services. Understands the content of the diagnostic competence of the educator. After completing the course, the student will preferably acquire diagnostic competences, which means that he/she will be able to diagnose not only the abilities, knowledge and skills of pupils, but also their conception of the curriculum (preconceptions), learning styles and other potentials, relationships between pupils and the atmosphere of the school classroom.

The student will also acquire and develop his/her diagnostic competences through digital technologies that will be part of the teaching process.

### **Class syllabus:**

Course outcomes of subject (content):

The subject of Pupil Pedagogical Diagnostics is mainly about collecting accurate and reliable information about pupils' key competences, i.e. knowledge, skills, attitudes, values and characteristics of the pupil. It is the process of collecting data with valid and reliable instruments, analysing and interpretation of the data collected and its use for specific educational purposes.

The student - future teacher of primary education is subject to the Teacher Competence Profile, which is generally valid for teachers in Slovakia. In this concept of teacher competences we can develop his/her diagnostic competence through the following set of theses:

1. Definition of pedagogical diagnostics. Basic diagnostic concepts. Diagnostics - 1.

research - evaluation - action research. Active analysis of examples on individual examples of diagnosed phenomena. Example of an evaluation study and active participation of students in its analysis. Development of the subject of educational diagnostics. Current trends in diagnosing the pupil (class).

2. The process of diagnosing. Stages of the process of diagnosing. Planning and organising the diagnostic process. Formation of a diagnostic hypothesis. Establishing and communicating the diagnosis. Pedagogical measures. Implicit and explicit diagnosis. Case-based and edumetric approach. Basic methods of diagnosis and their characteristics.

3. Diagnosing pupils at different stages of study. Initial, formative and summative Diagnostics. Micro-diagnostics. Routine and non-routine teacher decision making. 'Pupil guide group' in teacher assessment. Assessment of pupils on the basis of pre-expected phenomena (halo effect, stereotypes, St Matthew's effect, softness error and hardness error, self-fulfilling prophecy).

4. Diagnosing the cognitive qualities of the pupil. Knowledge - skills - abilities. Types of inquiry: pupil observation, free written work. Diagnosing the gifted pupil in the classroom. Characteristics and intellectual potential of the pupil's personality. Differences between bright and gifted pupil. Form of education of the gifted pupil.

5. Diagnosing the cognitive characteristics of the pupil through concept maps. The use of conceptual maps in the educational process. Concept (idea) maps as a graphic tool, method or means of working with concepts. Types of concept maps: hierarchical, spider, flow chart and system concept map. Examples of concept maps and demonstration of their evaluation.

6. Knowledge and skills tests. Test objectivity and economy. Test administration. Standardised and non-standardised tests. Types of test items. Test plan (specification table). Technical requirements of the test. Teacher's questions. Classification of questions. Questioning errors. Teacher's response to pupil's answer.

7. Diagnosing creativity. Relationship between knowledge, intelligence and creativity. The essence of creativity (novelty, originality, usefulness). Informal and formal ways of diagnosing creativity. Torrance tests of creativity. Tasks in creativity tests. Sample assessment of creativity tasks (fluency, flexibility, originality, sensitivity).

8. Diagnosing noncognitive characteristics - affective characteristics of the pupil. Diagnosing attitudes, interests, motivation and values. Observation, interview, assessment scales and



questionnaire. Observation of the pupil's activities. Indicators of pupil performance motivation. Graphical, numerical and verbal scales and their examples.

9. Diagnosing relationships between pupils. Learning environments and classroom atmosphere. Methods of diagnosing the classroom as a social group. Graphical methods. Sociometry. Sociometric test. Sociometric matrix. Sociogram (disordered, ordered). Pros and cons of using sociometry in the school classroom.

10. Grading and classification of pupils - verbal assessment. Assessment of pupils according to current legislation. Classification systems. Methodological guidelines for the assessment of primary school pupils. Who is the addressee of classification? Methods of verbal notation in verbal assessment. Principles for the development of verbal assessment (address, motivational, constructive). Appeal to the development of pupils' personal strengths. Comparison of some selected assessment systems abroad.

11. Diagnosing learning skills. Learning skills - learning method - learning style. Metacognition, meta-learning and self-regulation of learning. Methods and strategies of metacognition. Classification of learning styles in a broader pedagogical and psychological context. Self-assessment and self-diagnosis of the learner. The process and procedure of self-assessment. Self-assessment methods and tools.

When selecting diagnostic methods, it is important that the student acquires diagnostic competence and uses a wide range of methods, while it is true that for a particular pupil it is better to use methods of idiographic diagnosis, while when the ambition is to diagnose the characteristics of the classroom, rather the methods applied in monothematic approaches or their combination with methods of formative diagnostics. The determining factors in their choice are the aims and objectives set by the primary education graduate at the beginning or in the process of pedagogical diagnosis.

#### **Recommended literature:**

Compulsory/Recommended readings:

GAVORA, P. 2010. Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma.

KASÁČOVÁ, B., CABANOVÁ, M. 2011. Pedagogická diagnostika: teória a metódy diagnostikovania v elementárnej edukácii. Banská Bystrica: Univerzita Mateja Bela.

KOLAŘ, Z., ŠIKULOVÁ, R. 2009. Hodnocení žáků. Praha: Grada.

KOŠŤÁLOVÁ, H., MIKOVÁ, Š., STANG, J. 2008. Školní hodnocení žáků a studentů se zaměřením na slovní hodnocení. Praha: Portál.

KOŽUCHOVÁ, M. a kol. 2011. Pedagogická diagnostika v primárnom vzdelávaní. Bratislava: Slovenské pedagogické nakladateľstvo.

STARÝ, K., LAUFKOVÁ, V. a kol. 2016. Formativní hodnocení ve výuce. Praha: Portál.

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

Slovak and Czech language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
19,05	0,0	35,71	18,65	13,89	9,92	2,78

#### **Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex152/22	<b>Course title:</b> Pedagogical diagnostics of pupils
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type of activities: 10PS (lecture + seminar) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Scope (number of hours): 10 hours of direct teaching; 28 hours of seminar paper preparation; 12 hours of self-study; 40 hours of preparation for final assessment. Total 90 hours of student work. Methods of educational activities: explanation; lecture; discussion of the topic covered; brainstorming; demonstration methods; written work method; method of working with text; application methods; teaching based on practical experience.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Weighting of interim/final evaluation: 50/50 The student will produce two seminar papers during the semester in the context of the assignment given by the instructor, worth 50 points (2x25 points). Students will have the opportunity to choose the seminar paper independently with the instructor based on the assignments submitted. At the end of the semester in the assessment week, the student will be assessed on the basis of a written test worth 50 points of the knowledge acquired throughout the semester. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60 % of the marks must be obtained. The rating is awarded on a scale: A (100-91%, excellent - outstanding results): the student has an excellent command of the laws of pedagogical diagnosis, can respond promptly and spontaneously during lectures to the teacher's prompts, the student is self-initiative and asks questions in the context of the problem being addressed. The student participates to some extent in the development of the teaching, bringing his/her own experience and insights from practice into it. His/her written expression in the seminar papers is correct, citationally correct, grammatically sound and creative. B (90-81%, very good - above average standard): the student masters the laws and principles of the functioning of pedagogical diagnosis with minor shortcomings, 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 being addressed. His/her written expression in the term paper is correct, grammatically sound and creative. The results of his/her activities are of good quality, with minor shortcomings.

C (80-73%, good - normal reliable work): the student has an average, i.e. good, command of the laws and principles of the functioning of pedagogical diagnosis, has acquired key competences, and can respond to the teacher's challenges during lectures. The student himself is not proactive, does not ask questions in the context of the problem addressed. His written expression in the seminar work is good, grammatical expression is of less quality.

D (72-66%, satisfactory - acceptable results): the student has a satisfactory level of mastery of the material. Although he/she has some gaps in the theory, he/she cannot apply it to the solution of practical experiences. He is not active during teaching, does not bring new ideas, takes the role of a passive observer. He accepts the learning as the teacher conveys it to him. Memorization, as opposed to critical thinking, is more prevalent in the student. His written expression is often seriously deficient in correctness, accuracy and conciseness.

E (65-60%, sufficient - the results meet the minimum criteria): the student has only minimal knowledge of the laws and principles of pedagogical diagnosis, he/she does not respond to the teacher's instructions and prompts almost at all, the student himself/herself does not take the initiative and does not ask questions in the context of the problem being addressed. He/she cannot apply his/her theoretical knowledge in practical terms, he/she does not have recommendations for the right solution options. The student is rather in the position of a passive recipient of knowledge. His written expression in the seminar paper is at a low level, the student is not creative, he uses numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.

Fx (59-0%, Insufficient - extra work required): given if the student fails to attend the regular assessment date without giving a reason, or the prescribed amount of compulsory attendance at learning activities, or if the student fails to submit both term papers, The student has not acquired 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): 50/50

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will acquire theoretical knowledge in the field of methods of pedagogical diagnosis, as well as practical experience in the field of diagnosis in primary education. In practice, it is common that especially young, novice and creative teachers in their efforts to create their own diagnostic materials do not always respect the individual specifics and developmental peculiarities of pupils. Beginning teachers should get to know the educational needs of their pupils as early as possible and adapt the educational process accordingly. On a practical level, this includes, for example, respecting an appropriate pace of work, ensuring a calm environment in which pupils can concentrate better, respecting individual specificities, providing adequate help and stimuli, using visual aids, applying motivation, and different ways of assessing pupils' work. In the course, the student will learn what diagnostic activities can be carried out and implemented in educational practice (planning, preparation, implementation, evaluation and interpretation of the data obtained). The student will acquire the knowledge and skills necessary to construct, use and evaluate diagnostic tools in a wide range of teaching situations. In the context of diagnosis, the student will be able to make important predictive inferences, design interventions, and monitor their effectiveness. The most important starting point for prognosis is a correctly determined diagnosis. The student will be able to select and use diagnostic methods, tools and techniques in his/her own didactic practice in the context of current trends in pedagogical diagnosis of pupils/pupils to support the learning outcomes and personal development of pupils/pupils in the educational process.

The student is able to explain the meaning of pedagogical diagnostics, orientates in the system of school counselling services. Understands the content of the diagnostic competence of the educator. After completing the course, the student will preferably acquire diagnostic competences, which means that he/she will be able to diagnose not only the abilities, knowledge and skills of pupils, but also their conception of the curriculum (preconceptions), learning styles and other potentials, relationships between pupils and the atmosphere of the school classroom.

The student will also acquire and develop his/her diagnostic competences through digital technologies that will be part of the teaching process.

### **Class syllabus:**

Course outcomes of subject (content):

The subject of Pupil Pedagogical Diagnostics is mainly about collecting accurate and reliable information about pupils' key competences, i.e. knowledge, skills, attitudes, values and characteristics of the pupil. It is the process of collecting data with valid and reliable instruments, analysing and interpretation of the data collected and its use for specific educational purposes.

The student - future teacher of primary education is subject to the Teacher Competence Profile, which is generally valid for teachers in Slovakia. In this concept of teacher competences we can develop his/her diagnostic competence through the following set of theses:

1. Definition of pedagogical diagnostics. Basic diagnostic concepts. Diagnostics - 1.

research - evaluation - action research. Active analysis of examples on individual examples of diagnosed phenomena. Example of an evaluation study and active participation of students in its analysis. Development of the subject of educational diagnostics. Current trends in diagnosing the pupil (class).

2. The process of diagnosing. Stages of the process of diagnosing. Planning and organising the diagnostic process. Formation of a diagnostic hypothesis. Establishing and communicating the diagnosis. Pedagogical measures. Implicit and explicit diagnosis. Case-based and edumetric approach. Basic methods of diagnosis and their characteristics.

3. Diagnosing pupils at different stages of study. Initial, formative and summative Diagnostics. Micro-diagnostics. Routine and non-routine teacher decision making. 'Pupil guide group' in teacher assessment. Assessment of pupils on the basis of pre-expected phenomena (halo effect, stereotypes, St Matthew's effect, softness error and hardness error, self-fulfilling prophecy).

4. Diagnosing the cognitive qualities of the pupil. Knowledge - skills - abilities. Types of inquiry: pupil observation, free written work. Diagnosing the gifted pupil in the classroom. Characteristics and intellectual potential of the pupil's personality. Differences between bright and gifted pupil. Form of education of the gifted pupil.

5. Diagnosing the cognitive characteristics of the pupil through concept maps. The use of conceptual maps in the educational process. Concept (idea) maps as a graphic tool, method or means of working with concepts. Types of concept maps: hierarchical, spider, flow chart and system concept map. Examples of concept maps and demonstration of their evaluation.

6. Knowledge and skills tests. Test objectivity and economy. Test administration. Standardised and non-standardised tests. Types of test items. Test plan (specification table). Technical requirements of the test. Teacher's questions. Classification of questions. Questioning errors. Teacher's response to pupil's answer.

7. Diagnosing creativity. Relationship between knowledge, intelligence and creativity. The essence of creativity (novelty, originality, usefulness). Informal and formal ways of diagnosing creativity. Torrance tests of creativity. Tasks in creativity tests. Sample assessment of creativity tasks (fluency, flexibility, originality, sensitivity).

8. Diagnosing noncognitive characteristics - affective characteristics of the pupil. Diagnosing attitudes, interests, motivation and values. Observation, interview, assessment scales and

questionnaire. Observation of the pupil's activities. Indicators of pupil performance motivation. Graphical, numerical and verbal scales and their examples.

9. Diagnosing relationships between pupils. Learning environments and classroom atmosphere. Methods of diagnosing the classroom as a social group. Graphical methods. Sociometry. Sociometric test. Sociometric matrix. Sociogram (disordered, ordered). Pros and cons of using sociometry in the school classroom.

10. Grading and classification of pupils - verbal assessment. Assessment of pupils according to current legislation. Classification systems. Methodological guidelines for the assessment of primary school pupils. Who is the addressee of classification? Methods of verbal notation in verbal assessment. Principles for the development of verbal assessment (address, motivational, constructive). Appeal to the development of pupils' personal strengths. Comparison of some selected assessment systems abroad.

11. Diagnosing learning skills. Learning skills - learning method - learning style. Metacognition, meta-learning and self-regulation of learning. Methods and strategies of metacognition. Classification of learning styles in a broader pedagogical and psychological context. Self-assessment and self-diagnosis of the learner. The process and procedure of self-assessment. Self-assessment methods and tools.

When selecting diagnostic methods, it is important that the student acquires diagnostic competence and uses a wide range of methods, while it is true that for a particular pupil it is better to use methods of idiographic diagnosis, while when the ambition is to diagnose the characteristics of the classroom, rather the methods applied in monothematic approaches or their combination with methods of formative diagnostics. The determining factors in their choice are the aims and objectives set by the primary education graduate at the beginning or in the process of pedagogical diagnosis.

#### **Recommended literature:**

Compulsory/Recommended readings:

GAVORA, P. 2010. Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma.

KASÁČOVÁ, B., CABANOVÁ, M. 2011. Pedagogická diagnostika: teória a metódy diagnostikovania v elementárnej edukácii. Banská Bystrica: Univerzita Mateja Bela.

KOLAŘ, Z., ŠIKULOVÁ, R. 2009. Hodnocení žáků. Praha: Grada.

KOŠŤÁLOVÁ, H., MIKOVÁ, Š., STANG, J. 2008. Školní hodnocení žáků a studentů se zaměřením na slovní hodnocení. Praha: Portál.

KOŽUCHOVÁ, M. a kol. 2011. Pedagogická diagnostika v primárnom vzdelávaní. Bratislava: Slovenské pedagogické nakladateľstvo.

STARÝ, K., LAUFKOVÁ, V. a kol. 2016. Formativní hodnocení ve výuce. Praha: Portál.

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

Slovak and Czech language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
19,05	0,0	35,71	18,65	13,89	9,92	2,78

**Lecturers:** doc. Mgr. Mária Belešová, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex010/22	<b>Course title:</b> Physical education in primary education
<b>Educational activities:</b> <b>Type of activities:</b> practicals + lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 PC (lecture and exercise) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct teaching = 10 hours; 12 hours of self-study, 18 hours of seminar paper preparation; 18 hours of project presentation preparation; 60 hours of final assessment preparation. Total 120 hours of student work. Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the discussed topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in school physical education of primary education.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. The student will submit a term paper worth 20 points during the semester. In addition, the student will complete a project presentation focused on teaching a physical education class worth 30 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student takes a final test worth 50 points of the knowledge acquired throughout the semester. 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 half of the points in any of the three conditions. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results),	

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

Fx (59-0%, inadequate - extra work required)

A-(excellent), the student has an excellent command of theoretical knowledge of didactics of physical education in primary education and can apply them to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student is able to present the teaching of a physical education lesson at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.

B-(very good), the student has a very good knowledge of the theoretical knowledge of the didactics of physical education in primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the questions and tasks of the teacher, the student is active and proactive and responds to questions on the problem addressed, the student can present the teaching of a physical education lesson very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his/her activities are of good quality, with minor shortcomings.

C-(good), the student has a good knowledge of the theoretical knowledge of the didactics of physical education in primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the solved problem with minor problems, he/she presents at a good level with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.

D-(satisfactory), the student has a satisfactory knowledge of theoretical knowledge of didactics of physical education in primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present at a satisfactory level, the student's oral and written expression has some inaccuracies and also major deficiencies.

E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of didactics of physical education in primary education, which is at a weak level and with difficulties can apply it to practical activities, he/she responds to the teacher's challenges with inaccuracies, the student himself/herself is not active and initiative, he/she does not ask questions on the issue addressed, the student presents at a very weak level, the student's oral and written expression has more serious inaccuracies and shortcomings;

Fx-(failing), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Scale of assessment (preliminary/final): 20/30/50

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the course Physical Education in Primary Education is to acquire adequate theoretical knowledge, skills and competences related to the profession of primary education teacher in physical education. They have acquired knowledge of the educational area of Health and Movement, where they can design and implement educational activities. They will expand their knowledge in connection with didactical reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the child of younger school age, which they are able to apply to the physical education process, respecting the intensity of the load in relation to the health of children and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with

physical education. Students will acquire the competences of the teacher's work in the field of organisation and management of educational sports activities at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice taking into account the wider societal implications in relation to physical education. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in primary education. They will be able to relate theoretical knowledge of physical education to practice.

**Class syllabus:**

Course outcomes of subject (content):

The curriculum of the course Physical Education in Primary Education is designed so that after its practical teaching students are able to apply theoretical knowledge to the practical context of the teaching profession in physical education. Students master the professional content of the lectures and the terminology of physical exercises from the practical parts of the lessons of the subject. They are familiar with appropriate methods of pedagogical research to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in primary education. Students are able to expand their knowledge, competences and skills in physical and sport education throughout their lives.

They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Physical Education in Primary Education will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of teaching a lesson of physical and sport education. They will be professionally and methodologically competent to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of physical education in primary education.

1. Introduction to physical education in primary education. Didactics of school physical education and its position in the system of sciences - Sports Science. The group of sciences called "Sport Sciences consists of 3 scientific disciplines: 1. Sport Education 2. Sport Humanities 3. Sport Kinanthropology. Historical development of physical education teaching in schools at home and abroad. Educational area of Health and Movement within the framework of the State Educational Programme for Primary Education - 1st stage of Primary School. Approximation of its three sub-areas with application to students' practical activities. 2. Physical fitness and physical performance. 3. Sub-area Sport activities of movement regime.

Educational process in physical education - physical education process. Educational process in which the goals and objectives of physical education in children of younger school age are fulfilled on the basis of mutual interactions between the physical educator, the pupil, the content (the basis of which are movement activities) and the conditions, based on the application of didactic, educational and specific principles. Teaching procedures, principles and methods implemented in school physical and sport education. Organizational forms, didactic styles, means and differentiation in school physical and sports education. Principles (principles) of the management of the physical education process with practical application for students. Aims and objectives of teaching the subject of Physical and Sport Education. Structure of the lesson of Physical and Sport Education.

2. Warm-up options and the use of the most well-known stretching methods in physical and sports education classes for younger school-age children. Stretching methods: 1. The method of permanent - multiphase stretching (B. Anderson's Static Method). 2. The method of post-isometric stretching - dilation, which can also be referred to as the method of initial stretching followed by stretching (Sölverbern's Method). 3. the method of intermittent stretching - PNF (Holt's 3S method - for stretching we use our own weight or the weight and strength of an auxiliary exerciser or tool). 4. the



method of dynamic stretching - appropriately alternating contraction and dilatation of the muscle. Why practice stretching - the main reasons. Advice for safe stretching. The division of stretching exercises according to different parts of the body: Stretching of the neck and trapezius muscles. Stretching of the muscles of the upper limbs. Stretching of back muscles. Stretching of the chest muscles (pectoral muscles). Stretching of the muscles of the lower limbs. Examples of stretching exercises focusing on different parts of the body. Stretching with a fit-ball targeting multiple muscle areas in younger school-age children. Illustrative practical demonstrations of stretching and their implementation in students' practical activities.

Terminology of physical exercises (gym terminology) in physical education of pre-primary education. Through the terms (technical names) an accurate idea of the position, of the movement, of the exercise form is formed. Individual positions and movements are expressed through prefixes and suffixes that correspond to the movement or position of a body part (head, trunk, arm, leg). Prefixes: before, behind, u, vz, at, roz, po, v. Suffixes: ný, mo, ka. Division of physical exercises. Physical exercises are classified into groups whose exercise content are: sequential exercises (shape, command, announcements), Exercises without equipment. Movements of body parts: arm movements, movements of the lower limbs, movements of the trunk, movements of the head. Whole body movements: postures, kneeling, sit-ups, lying down, supports. Simple acrobatics for younger school age children: rolls, flips, rolls, shoulder stand, headstand. Exercises on equipment: benches, ladders, crate, climbers, climbing and obstacle courses. Exercises with equipment and aids - gymnastic equipment: ball, ribbon, hoop, short bar, overball, fitball, jump rope, rope, expander. Examples of exercises.

3. Movement prerequisites, movement abilities and movement skills in children of younger school age. Opportunities for the development of movement abilities and skills. Regulation and limitation of load intensity in physical exercises, taking into account the age of children and their mental and physical prerequisites. Division of motor abilities: 1. Conditioning abilities: development of strength abilities in preschool children, development of speed in preschool children, development of endurance in preschool children, development of flexibility in preschool children. 2. Coordination abilities: kinesthetic-differentiation ability, spatial-orientation ability, rhythmic ability, reaction ability, balance ability. Complex abilities (hybrid). Development of children's fitness and coordination abilities through selected means of movement Examples of exercises and games for individual movement abilities and skills and their implementation in students' practical activities.

Acquisition of movement habits and skills through motor learning.

Motor learning and its four basic phases of developing movement habits and skills. Motor learning (motor learning - learning to move) as a process of acquiring and consolidating movement habits and skills in preschool children: 1st phase - familiarization with a given movement activity (Generalization) 2nd phase - repetition of practiced movement activities (Differentiation) 3rd phase - improvement of movement activity as a whole (Automation) 4th phase - characterized by plasticity in the application of the mastered technique (Creative Coordination). Approximation of the different phases of motor learning and practical exercises and games for the use of the different phases of motor learning in children of younger school age.

4. Health and healthy lifestyle. Health issues are part of the subject Physical and Sport Education. 1. Identify the features of a healthy lifestyle and distinguish between healthy and unhealthy nutrition; 2. Recognize the dangers of addictive substances and their negative impact on human health; 3. Explain the importance of physical activity for human health; 4. Recognize the basic methods and importance of hardening the body; 5. Observe hygiene requirements when performing physical activity and apply safety principles when exercising; 5. Describe the principles of first aid in different environments; 6. Describe the signs of correct posture in different postures and apply the

acquired movement skills in the daily routine. 6. Movement aids for the development of fitness and coordination skills.

5. Basic movement skills in physical and sport education. Name the basic commands and formations of the sequential exercises implemented in the classroom: stances, turns and marching formations - watch out, move, right lunge, left lunge, facing backwards. Row (double-row, triple-row, etc.), crowd (double-step, triple-step, etc.). Use basic commands and respond correctly to them with movement and explain the importance and need for warm-up before performing movement activities. Name basic movement skills. Master the technique of running, long jump and tennis ball throwing. Name and perform basic body positions and body parts. To master the technique of basic acrobatic exercises in different variations and links and jumps. Perform a demonstration of tumbling exercises. Aiming at: resistances, pushing, stretching. Exercises and games with elements of sequential training as a means of purposeful organization of activities in space. Running alphabet, fast running, endurance running, acceleration running, running from different positions, running with changes of direction.

6. Manipulative, preparatory and sports games. Characterize the basic concepts related to games - movement game, sports game, player, teammate, opponent, captain, referee, attacker - attack, attacking activity, defender - defence, defensive activity, playground (playing area, playing surface), centre line, goal, basket, playing equipment (ball, bat, stick, etc.), goal, point, pass, throw, shot, dribbling. Name the basic game activities of an individual and list the names of the games implemented in the classroom. Apply the agreed rules in the game and respect them. To master the technique of handling equipment. Apply the manipulation of implements in a movement or preparatory sports game. To master the game actions of the individual in games implemented in the teaching. Apply the skills learned from games in different environments (gym, nature, water). Games focusing on the manipulation of various traditional and non-traditional tools and other equipment. The rules of the games implemented, their meaning and sanctions for violation of fair-play rules. Movement games focused on the development of movement skills (fitness, coordination and hybrid). Preparatory sports games focusing on football, basketball, volleyball, handball, tennis. Movement games aimed at practising the acquired movement skills of different nature (gymnastic, athletic, swimming).

7. Music-movement and dance activities. List the basic concepts of rhythmic gymnastics - rhythmic gymnastics (rhythm, beat, tempo, dynamics), modern gymnastics - equipment and exercises with it (ball, jump rope, ribbon, cones, hoop), balance holds - poses, jumps and jumps (scissor, devil, cadet). Dance - folk, modern, dance step (lunge, gallop, skip, polka, waltz, mazurka), dance motif, dance weave. Name the dance steps implemented in class and perform a demonstration of rhythmic exercises. Match body movements, walking, jumping and running with rhythm induced by clapping, sound signal, music. Rhythmic exercises associated with clapping, stomping, body play. Exercises and games for the development of rhythmic ability To master the basic dance steps, dance motifs in different variations implemented in class. Create short weaves and motifs from the learned dance steps of folk and modern dances. Apply elements of rhythm and dance in music and movement, dance and drama games. Improvise on a given theme or musical motif. Aerobics, Zumba, belly dancing and other forms of exercise with musical accompaniment. Rhythmic movements using music or a variety of simple musical instruments. Imitation movements with verbal cues, imitative movements (e.g. animals, athletes, human activities. Dance improvisation based on learned dance steps, motifs, connections.

8. Psychomotor and health-oriented exercises. To learn to gradually relax the muscles of the limbs and the whole body during verbal accompaniment and to describe the basic ways of breathing. To perform simple stretching exercises and to characterise exercises from psychomotor science. Explain the nature of psychomotor exercises and their importance. Apply the skills learnt in exercises and games. Relaxation (relaxation) exercises and games (tapping, shaking,

self-massage, etc.). Exercises focusing on controlled muscle strengthening and relaxation (muscle tension and relaxation). Activities aimed at developing breathing, breathing exercises - exercises aimed at practising correct breathing in different positions. Compensatory (balancing) exercises and exercises to develop flexibility (flexibility, mobility). Development of balance skills, static speed. Balancing with objects (juggling, carrying objects in different ways, etc.). Exercises of the body scheme aimed at awareness of one's own body - the movement possibilities of its individual parts. Exercises linking sensory perception with movement (e.g. movement reactions to sensory stimuli). Psychomotor games, exercises and games with non-standard equipment (balloons, pins, newspapers, etc.).

9. Outdoor and seasonal movement activities. List the basic concepts and knowledge of seasonal activities implemented in primary education. Basic types of seasonal physical activities implemented in education: Skating (in-line and on ice) - forward, backward, stopping, turning, games and competitions on skates. Skiing - downhill skis, cross-country skis, ski jumping, downhill, slalom, cross-country skiing, basic ski and pole handling, walking, turns, ascents, descents, descents (downhill), braking, skiing down an inclined slope, inversion (with both skis, one ski, at rest and in motion), turning away, curves. Exercises and games aimed at familiarisation with the water environment, swimming, breathing and orientation in the water, jumps into the water from different positions, practising the technique of one swimming method, swimming method (crawl, sign, breaststroke), starting jump, turnaround. Walking and its different types and methods in relation to the surface and terrain. Hiking - its types and forms, hiking equipment, hiking trail, hiking sign, map, buzzer, principles and importance of hardening, exercise and staying in nature in all seasons and weather. Riding, games and competitions on scooter, bicycle". Master the movement skills of selected seasonal activities. Apply elements of seasonal movement activities in games, competitions, school and leisure. Move safely in a variety of spaces and conditions. Overcome different terrain unevenness through movement. Explain the importance and principles of nature conservation during physical activities in nature.

10. To diagnose the physical development, general physical performance and functional abilities of the pupil in primary education. Explain the importance of diagnosis of motor performance for health and personal physical, motor and functional development; Individually improve in the established indicators of selected tests; Measure pulse rate on the carotid artery; Recognize the basic manifestations of fatigue during physical exertion; Use resources for the development of motor abilities. Recommended tests for assessing individual performance: long jump from a standing position, 10x5 m shuttle run, flexion endurance, 30 sec lie-sit, endurance shuttle run. Measurement of pulse rate at the carotid artery before and after loading, explanation of differences in pulse rate, causes of changes, knowledge of external manifestations of fatigue during loading (sweating, breathing, skin colour, coordination of movements). EUROFIT tests. Evaluation, classification, recording and control in school physical and sport education.

11. Preparation and presentation of an educational activity focused on Physical Education in primary education. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson on physical education in primary education of pupils in primary school.

#### **Recommended literature:**

Compulsory/Recommended readings:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.

DVOŘÁKOVÁ, H., ENGELTHALEROVÁ, Z., et. al. 2017. Tělesná výchova na 1. stupni základní školy. Praha: Karolinum, 2017. 274 s. ISBN 978-80-246-3308-4.

KOLEKTÍV. 2014. Telesná a športová výchova – Základné lokomócie a nelokomočné pohybové zručnosti a športy v prírode. Bratislava: NŠC, FTVŠ UK, 2014. 193 s. ISBN 978-80-971466-2-7.

<p>KOLEKTÍV. 2014. Telesná a športová výchova – Kolektívne športové činnosti, gymnastické a tanečné pohybové činnosti. Bratislava: NŠC, FTVŠ UK, 2014. 246 s. ISBN 978-80-971466-3-4.</p> <p>ŠIMONEK, J., et al. 2014. Metodická príručka telesnej výchovy pre materské školy a prvý stupeň základných škôl. Bratislava: AT Publishing, 2014. 140 s. ISBN 978-80-88954-62-0.</p> <p>ŠTÁTNY VZDELÁVACÍ PROGRAM Primárne vzdelávanie – 1. stupeň Základnej školy. 2015. Bratislava: ŠPU, MŠVVaŠ. 2015.</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: 225</p>						
A	ABS	B	C	D	E	FX
77,78	0,0	12,44	5,33	2,22	2,22	0,0
<p><b>Lecturers:</b> prof. PaedDr. Marián Merica, PhD., Mgr. Petronela Ladecká, PhD.</p>						
<p><b>Last change:</b> 21.09.2023</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.KPEP/M-UPVex010/22	<b>Course title:</b> Physical education in primary education
<b>Educational activities:</b> <b>Type of activities:</b> practicals + lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 PC (lecture and exercise) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct teaching = 10 hours; 12 hours of self-study, 18 hours of seminar paper preparation; 18 hours of project presentation preparation; 60 hours of final assessment preparation. Total 120 hours of student work. Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the discussed topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in school physical education of primary education.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. The student will submit a term paper worth 20 points during the semester. In addition, the student will complete a project presentation focused on teaching a physical education class worth 30 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student takes a final test worth 50 points of the knowledge acquired throughout the semester. 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 half of the points in any of the three conditions. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results),	

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

Fx (59-0%, inadequate - extra work required)

A-(excellent), the student has an excellent command of theoretical knowledge of didactics of physical education in primary education and can apply them to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student is able to present the teaching of a physical education lesson at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.

B-(very good), the student has a very good knowledge of the theoretical knowledge of the didactics of physical education in primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the questions and tasks of the teacher, the student is active and proactive and responds to questions on the problem addressed, the student can present the teaching of a physical education lesson very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his/her activities are of good quality, with minor shortcomings.

C-(good), the student has a good knowledge of the theoretical knowledge of the didactics of physical education in primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the solved problem with minor problems, he/she presents at a good level with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.

D-(satisfactory), the student has a satisfactory knowledge of theoretical knowledge of didactics of physical education in primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present at a satisfactory level, the student's oral and written expression has some inaccuracies and also major deficiencies.

E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of didactics of physical education in primary education, which is at a weak level and with difficulties can apply it to practical activities, he/she responds to the teacher's challenges with inaccuracies, the student himself/herself is not active and initiative, he/she does not ask questions on the issue addressed, the student presents at a very weak level, the student's oral and written expression has more serious inaccuracies and shortcomings;

Fx-(failing), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Scale of assessment (preliminary/final): 20/30/50

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the course Physical Education in Primary Education is to acquire adequate theoretical knowledge, skills and competences related to the profession of primary education teacher in physical education. They have acquired knowledge of the educational area of Health and Movement, where they can design and implement educational activities. They will expand their knowledge in connection with didactical reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the child of younger school age, which they are able to apply to the physical education process, respecting the intensity of the load in relation to the health of children and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in educational and administrative activities in connection with

physical education. Students will acquire the competences of the teacher's work in the field of organisation and management of educational sports activities at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice taking into account the wider societal implications in relation to physical education. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in primary education. They will be able to relate theoretical knowledge of physical education to practice.

**Class syllabus:**

Course outcomes of subject (content):

The curriculum of the course Physical Education in Primary Education is designed so that after its practical teaching students are able to apply theoretical knowledge to the practical context of the teaching profession in physical education. Students master the professional content of the lectures and the terminology of physical exercises from the practical parts of the lessons of the subject. They are familiar with appropriate methods of pedagogical research to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in primary education. Students are able to expand their knowledge, competences and skills in physical and sport education throughout their lives.

They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Physical Education in Primary Education will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of teaching a lesson of physical and sport education. They will be professionally and methodologically competent to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of physical education in primary education.

1. Introduction to physical education in primary education. Didactics of school physical education and its position in the system of sciences - Sports Science. The group of sciences called "Sport Sciences consists of 3 scientific disciplines: 1. Sport Education 2. Sport Humanities 3. Sport Kinanthropology. Historical development of physical education teaching in schools at home and abroad. Educational area of Health and Movement within the framework of the State Educational Programme for Primary Education - 1st stage of Primary School. Approximation of its three sub-areas with application to students' practical activities. 2. Physical fitness and physical performance. 3. Sub-area Sport activities of movement regime.

Educational process in physical education - physical education process. Educational process in which the goals and objectives of physical education in children of younger school age are fulfilled on the basis of mutual interactions between the physical educator, the pupil, the content (the basis of which are movement activities) and the conditions, based on the application of didactic, educational and specific principles. Teaching procedures, principles and methods implemented in school physical and sport education. Organizational forms, didactic styles, means and differentiation in school physical and sports education. Principles (principles) of the management of the physical education process with practical application for students. Aims and objectives of teaching the subject of Physical and Sport Education. Structure of the lesson of Physical and Sport Education.

2. Warm-up options and the use of the most well-known stretching methods in physical and sports education classes for younger school-age children. Stretching methods: 1. The method of permanent - multiphase stretching (B. Anderson's Static Method). 2. The method of post-isometric stretching - dilation, which can also be referred to as the method of initial stretching followed by stretching (Sölverbern's Method). 3. the method of intermittent stretching - PNF (Holt's 3S method - for stretching we use our own weight or the weight and strength of an auxiliary exerciser or tool). 4. the

method of dynamic stretching - appropriately alternating contraction and dilatation of the muscle. Why practice stretching - the main reasons. Advice for safe stretching. The division of stretching exercises according to different parts of the body: Stretching of the neck and trapezius muscles. Stretching of the muscles of the upper limbs. Stretching of back muscles. Stretching of the chest muscles (pectoral muscles). Stretching of the muscles of the lower limbs. Examples of stretching exercises focusing on different parts of the body. Stretching with a fit-ball targeting multiple muscle areas in younger school-age children. Illustrative practical demonstrations of stretching and their implementation in students' practical activities.

Terminology of physical exercises (gym terminology) in physical education of pre-primary education. Through the terms (technical names) an accurate idea of the position, of the movement, of the exercise form is formed. Individual positions and movements are expressed through prefixes and suffixes that correspond to the movement or position of a body part (head, trunk, arm, leg). Prefixes: before, behind, u, vz, at, roz, po, v. Suffixes: ný, mo, ka. Division of physical exercises. Physical exercises are classified into groups whose exercise content are: sequential exercises (shape, command, announcements), Exercises without equipment. Movements of body parts: arm movements, movements of the lower limbs, movements of the trunk, movements of the head. Whole body movements: postures, kneeling, sit-ups, lying down, supports. Simple acrobatics for younger school age children: rolls, flips, rolls, shoulder stand, headstand. Exercises on equipment: benches, ladders, crate, climbers, climbing and obstacle courses. Exercises with equipment and aids - gymnastic equipment: ball, ribbon, hoop, short bar, overball, fitball, jump rope, rope, expander. Examples of exercises.

3. Movement prerequisites, movement abilities and movement skills in children of younger school age. Opportunities for the development of movement abilities and skills. Regulation and limitation of load intensity in physical exercises, taking into account the age of children and their mental and physical prerequisites. Division of motor abilities: 1. Conditioning abilities: development of strength abilities in preschool children, development of speed in preschool children, development of endurance in preschool children, development of flexibility in preschool children. 2. Coordination abilities: kinesthetic-differentiation ability, spatial-orientation ability, rhythmic ability, reaction ability, balance ability. Complex abilities (hybrid). Development of children's fitness and coordination abilities through selected means of movement Examples of exercises and games for individual movement abilities and skills and their implementation in students' practical activities.

Acquisition of movement habits and skills through motor learning.

Motor learning and its four basic phases of developing movement habits and skills. Motor learning (motor learning - learning to move) as a process of acquiring and consolidating movement habits and skills in preschool children: 1st phase - familiarization with a given movement activity (Generalization) 2nd phase - repetition of practiced movement activities (Differentiation) 3rd phase - improvement of movement activity as a whole (Automation) 4th phase - characterized by plasticity in the application of the mastered technique (Creative Coordination). Approximation of the different phases of motor learning and practical exercises and games for the use of the different phases of motor learning in children of younger school age.

4. Health and healthy lifestyle. Health issues are part of the subject Physical and Sport Education. 1. Identify the features of a healthy lifestyle and distinguish between healthy and unhealthy nutrition; 2. Recognize the dangers of addictive substances and their negative impact on human health; 3. Explain the importance of physical activity for human health; 4. Recognize the basic methods and importance of hardening the body; 5. Observe hygiene requirements when performing physical activity and apply safety principles when exercising; 5. Describe the principles of first aid in different environments; 6. Describe the signs of correct posture in different postures and apply the



acquired movement skills in the daily routine. 6. Movement aids for the development of fitness and coordination skills.

5. Basic movement skills in physical and sport education. Name the basic commands and formations of the sequential exercises implemented in the classroom: stances, turns and marching formations - watch out, move, right lunge, left lunge, facing backwards. Row (double-row, triple-row, etc.), crowd (double-step, triple-step, etc.). Use basic commands and respond correctly to them with movement and explain the importance and need for warm-up before performing movement activities. Name basic movement skills. Master the technique of running, long jump and tennis ball throwing. Name and perform basic body positions and body parts. To master the technique of basic acrobatic exercises in different variations and links and jumps. Perform a demonstration of tumbling exercises. Aiming at: resistances, pushing, stretching. Exercises and games with elements of sequential training as a means of purposeful organization of activities in space. Running alphabet, fast running, endurance running, acceleration running, running from different positions, running with changes of direction.

6. Manipulative, preparatory and sports games. Characterize the basic concepts related to games - movement game, sports game, player, teammate, opponent, captain, referee, attacker - attack, attacking activity, defender - defence, defensive activity, playground (playing area, playing surface), centre line, goal, basket, playing equipment (ball, bat, stick, etc.), goal, point, pass, throw, shot, dribbling. Name the basic game activities of an individual and list the names of the games implemented in the classroom. Apply the agreed rules in the game and respect them. To master the technique of handling equipment. Apply the manipulation of implements in a movement or preparatory sports game. To master the game actions of the individual in games implemented in the teaching. Apply the skills learned from games in different environments (gym, nature, water). Games focusing on the manipulation of various traditional and non-traditional tools and other equipment. The rules of the games implemented, their meaning and sanctions for violation of fair-play rules. Movement games focused on the development of movement skills (fitness, coordination and hybrid). Preparatory sports games focusing on football, basketball, volleyball, handball, tennis. Movement games aimed at practising the acquired movement skills of different nature (gymnastic, athletic, swimming).

7. Music-movement and dance activities. List the basic concepts of rhythmic gymnastics - rhythmic gymnastics (rhythm, beat, tempo, dynamics), modern gymnastics - equipment and exercises with it (ball, jump rope, ribbon, cones, hoop), balance holds - poses, jumps and jumps (scissor, devil, cadet). Dance - folk, modern, dance step (lunge, gallop, skip, polka, waltz, mazurka), dance motif, dance weave. Name the dance steps implemented in class and perform a demonstration of rhythmic exercises. Match body movements, walking, jumping and running with rhythm induced by clapping, sound signal, music. Rhythmic exercises associated with clapping, stomping, body play. Exercises and games for the development of rhythmic ability To master the basic dance steps, dance motifs in different variations implemented in class. Create short weaves and motifs from the learned dance steps of folk and modern dances. Apply elements of rhythm and dance in music and movement, dance and drama games. Improvise on a given theme or musical motif. Aerobics, Zumba, belly dancing and other forms of exercise with musical accompaniment. Rhythmic movements using music or a variety of simple musical instruments. Imitation movements with verbal cues, imitative movements (e.g. animals, athletes, human activities. Dance improvisation based on learned dance steps, motifs, connections.

8. Psychomotor and health-oriented exercises. To learn to gradually relax the muscles of the limbs and the whole body during verbal accompaniment and to describe the basic ways of breathing. To perform simple stretching exercises and to characterise exercises from psychomotor science. Explain the nature of psychomotor exercises and their importance. Apply the skills learnt in exercises and games. Relaxation (relaxation) exercises and games (tapping, shaking,

self-massage, etc.). Exercises focusing on controlled muscle strengthening and relaxation (muscle tension and relaxation). Activities aimed at developing breathing, breathing exercises - exercises aimed at practising correct breathing in different positions. Compensatory (balancing) exercises and exercises to develop flexibility (flexibility, mobility). Development of balance skills, static speed. Balancing with objects (juggling, carrying objects in different ways, etc.). Exercises of the body scheme aimed at awareness of one's own body - the movement possibilities of its individual parts. Exercises linking sensory perception with movement (e.g. movement reactions to sensory stimuli). Psychomotor games, exercises and games with non-standard equipment (balloons, pins, newspapers, etc.).

9. Outdoor and seasonal movement activities. List the basic concepts and knowledge of seasonal activities implemented in primary education. Basic types of seasonal physical activities implemented in education: Skating (in-line and on ice) - forward, backward, stopping, turning, games and competitions on skates. Skiing - downhill skis, cross-country skis, ski jumping, downhill, slalom, cross-country skiing, basic ski and pole handling, walking, turns, ascents, descents, descents (downhill), braking, skiing down an inclined slope, inversion (with both skis, one ski, at rest and in motion), turning away, curves. Exercises and games aimed at familiarisation with the water environment, swimming, breathing and orientation in the water, jumps into the water from different positions, practising the technique of one swimming method, swimming method (crawl, sign, breaststroke), starting jump, turnaround. Walking and its different types and methods in relation to the surface and terrain. Hiking - its types and forms, hiking equipment, hiking trail, hiking sign, map, buzzer, principles and importance of hardening, exercise and staying in nature in all seasons and weather. Riding, games and competitions on scooter, bicycle". Master the movement skills of selected seasonal activities. Apply elements of seasonal movement activities in games, competitions, school and leisure. Move safely in a variety of spaces and conditions. Overcome different terrain unevenness through movement. Explain the importance and principles of nature conservation during physical activities in nature.

10. To diagnose the physical development, general physical performance and functional abilities of the pupil in primary education. Explain the importance of diagnosis of motor performance for health and personal physical, motor and functional development; Individually improve in the established indicators of selected tests; Measure pulse rate on the carotid artery; Recognize the basic manifestations of fatigue during physical exertion; Use resources for the development of motor abilities. Recommended tests for assessing individual performance: long jump from a standing position, 10x5 m shuttle run, flexion endurance, 30 sec lie-sit, endurance shuttle run. Measurement of pulse rate at the carotid artery before and after loading, explanation of differences in pulse rate, causes of changes, knowledge of external manifestations of fatigue during loading (sweating, breathing, skin colour, coordination of movements). EUROFIT tests. Evaluation, classification, recording and control in school physical and sport education.

11. Preparation and presentation of an educational activity focused on Physical Education in primary education. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson on physical education in primary education of pupils in primary school.

#### **Recommended literature:**

Compulsory/Recommended readings:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.

DVOŘÁKOVÁ, H., ENGELTHALEROVÁ, Z., et. al. 2017. Tělesná výchova na 1. stupni základní školy. Praha: Karolinum, 2017. 274 s. ISBN 978-80-246-3308-4.

KOLEKTÍV. 2014. Telesná a športová výchova – Základné lokomócie a nelokomočné pohybové zručnosti a športy v prírode. Bratislava: NŠC, FTVŠ UK, 2014. 193 s. ISBN 978-80-971466-2-7.

<p>KOLEKTÍV. 2014. Telesná a športová výchova – Kolektívne športové činnosti, gymnastické a tanečné pohybové činnosti. Bratislava: NŠC, FTVŠ UK, 2014. 246 s. ISBN 978-80-971466-3-4.</p> <p>ŠIMONEK, J., et al. 2014. Metodická príručka telesnej výchovy pre materské školy a prvý stupeň základných škôl. Bratislava: AT Publishing, 2014. 140 s. ISBN 978-80-88954-62-0.</p> <p>ŠTÁTNY VZDELÁVACÍ PROGRAM Primárne vzdelávanie – 1. stupeň Základnej školy. 2015. Bratislava: ŠPU, MŠVVaŠ. 2015.</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: 225</p>						
A	ABS	B	C	D	E	FX
77,78	0,0	12,44	5,33	2,22	2,22	0,0
<p><b>Lecturers:</b> Mgr. Petronela Ladecká, PhD.</p>						
<p><b>Last change:</b> 21.09.2023</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.KPEP/M-UPVex234/22	<b>Course title:</b> Playing a musical instrument
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form: Form of teaching: practice, combined form (primarily distance learning) Recommended length of teaching (in hours): 10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of direct teaching, 35 hours of preparation for individual seminars, study of literature, 12 hours of self-study, 33 hours of preparation for the final output. A total of 90 hours of student work. Learning methods: monological, dialogical, practical, guided self-study	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: At least 91 points for grade A, at least 81 points for grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. The grade is awarded on a scale: A (100-91 %, excellent – outstanding results), B (90-81 %, very good – above the average standard), C (80-73 %, good – generally sound work), D (72-66 %, satisfactory – fair but with significant shortcomings), E (65-60 %, sufficient – performance meets the minimum criteria), Fx (59-0 %, fail – further work required). Credit will not be awarded to a student who fails to complete any of the assigned topics. Assessment consists of sub-assignments, assignments, practical outcomes and a final performance.	
<b>Learning outcomes:</b> Learning outcomes/ Objectives and learning outcomes: Upon successful completion of the training, the student will: Masters the basics of playing a musical instrument (melodic or harmonic), uses the playing apparatus correctly and efficiently, achieves optimal sonority of the instrument, masters the	

basics of playing from musical notation, plays simple songs by ear, in the case of a harmonic instrument, suggests simple musical accompaniments, plays with both hands, masters the basics of improvisation. The student develops creativity and the ability to think abstractly, communication skills, mentoring and supervision skills, and thinking in context.

**Class syllabus:**

Course outcomes of subject (content):

1. Musical instrument - its characteristic acoustic-structural features
2. Interpretation.
3. Playing from the sheet
4. Improvisation
5. Instrumentation.
6. Linking the skills acquired with teaching practice in kindergarten/school.

**Recommended literature:**

Compulsory readings:

The selection of pieces will be determined by the teacher according to each student's ability in individual learning plans.

Schools and instructional material according to the chosen musical instrument.

MAŠINDA, J. Slovak Piano School. Bratislava: Mladé letá, 1999. ISBN 80-06-009880.

JANŽUROVÁ Z. BORO VÁ, M. Nová klavírní škola. Prague: Schott Music Panton, 2000. ISBN 9790205006006.

KOPINOVÁ, E., RUŽIČKOVÁ, T., DAMBORÁKOVÁ, V. Music education for the 1st year of primary school. Bratislava: SPN, 2007.

LANGSTEINOVÁ, E., FELIX, B. Music education for 2.-4. Music music for primary school grades 4 - 4. Bratislava: SPN, 2004.

ŽILKA, V. Merry whistling, healthy breathing. Prague, Panton 2002.

DANIEL, L. School of soprano recorder playing. Prague: Panton, 1988.

**Languages necessary to complete the course:**

Slovak language

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

Total number of evaluated students: 97

A	ABS	B	C	D	E	FX
62,89	0,0	15,46	14,43	6,19	0,0	1,03

**Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex005/22	<b>Course title:</b> Primary natural sciences education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form 2 x 5 hours of direct teaching = 10 hours + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours seminar (4 credits): 2 x 5 hours of direct teaching = 10 hours; self-study = 12 hours, 10 hours of independent study - study of legislative and curricular documents of primary education; 30 hours preparation of outputs from assigned semester tasks; 40 hours of preparation for the interim assessment. A total of 102 hours of student work. Teaching methods: activating methods; linking theory with practice, demonstration methods, discussion, group work, literature study, problem solving method	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be assessed continuously: a/elaboration of two preparations for a lesson focused on the curriculum of primary science education (Primary, Science) with a value of 20 points b/design and presentation of teaching material for selected subjects in primary science education that can be used for any part of the lesson with a value of 40 points c/the subject will be completed by a written mid-term test with a value of 40 points. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent - excellent results), excellent performance, the student has an excellent command of the theoretical knowledge of primary science education, can analyse the teaching aids and methods used in primary education and reflect didactically on the process of primary science education	

B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the theoretical knowledge of primary science education, but his ability to analyse teaching aids, methods and didactically reflect on the process of primary science education is borderline

C (80-73%, good – normal reliable work), good performance, although the student has a good command of the theoretical knowledge of primary science education, he can analyse the teaching aids, methods used in primary education and didactically reflect on the process of primary science education only partially

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially masters the theoretical knowledge of primary science education, is only able to partially analyse teaching aids, methods used in primary education, but the ability to reflect didactically is partially absent

E (65-60%, sufficient - the results meet the minimum criteria), satisfactory performance, the student controls the theoretical knowledge of primary science education at a minimum level and his ability to analyse teaching aids, methods and didactically reflect on the process of primary science education is partially absent.

Fx (59-0%, insufficient - additional work is required), insufficient performance, the student does not sufficiently master the basic knowledge of primary science education and is not able to analyse teaching aids, methods and didactically reflect on the process of primary science education.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

After completing the subject, the student should have a comprehensive idea of the perception of the world by a child at a younger school age, with an emphasis on the perception of the environment and nature. The student should be able to identify, analyse and adequately eliminate children's naive ideas of younger school-aged children about natural phenomena. The emphasis is on the student to be able to didactically reflect on the process of primary science education at the end of the course, to analyse teaching aids (textbooks, worksheets) used in the process of primary science education in Slovakia, to compare and subsequently analyse various concepts and programs aimed at science education on Slovakia and abroad. At the same time, during the course, the student will strengthen his interpersonal skills, critical thinking skills, analytical skills and digital skills when creating and presenting outputs from assigned semester tasks.

### **Class syllabus:**

Course outcomes of subject (content):

1. Natural science knowledge, education, scientific and natural science literacy. (The student becomes familiar with the principles of primary education, upbringing and development of children's knowledge and knows the basic components of science literacy of children of younger school age)
2. Content and goal of science education at the 1st grade of elementary school. Analysis of the State Education Program for the 1st grade of primary school in the Slovak Republic ISCED 1 – primary education. Principles of creating a school educational program with a focus on science education. Content and educational standard. Analysis of selected topics from the content of science education at the 1st grade of elementary school. Cross-cutting topics focused on environmental and ecological education. Possibilities of integrating science topics in various teaching subjects (the student can navigate and work with legislative and curricular documents in primary education and can apply and use them in pedagogical practice, the student can reflect didactically on the process of primary science education)
3. Activating didactic methods and strategies in the process of natural science learning. Organizational forms (walk, excursion, school in nature) in the process of science education. Observation, experiment, and research activities in natural science learning. Alternative

- possibilities for the implementation of the teaching subject of natural science at the 1st grade of elementary school.
4. Didactic means in the process of natural science learning. Analysis of teaching materials available in Slovakia and abroad. (The student is able to analyse suitable teaching aids and teaching materials used in primary science education)
5. Evaluation, classification, diagnosis in primary science education. (The student masters the principles of classification and diagnosis in the process of primary science education)

#### **Recommended literature:**

Compulsory/Recommended readings:

FUCHSOVÁ, M., ADAMKOVÁ, M., PIRHÁČOVÁ LAPŠANSKÁ, M., 2020. Uses of augmented reality in biology education. In: Augmented reality in educational settings. 1. vyd., Leiden: Brill, 2020, S. 168-194, ISBN 978-90-04-40883-8. Registrované v wos

HELD, Ľ. a kol. Výskumne ladená koncepcia prírodovedného vzdelávania - IBSE v slovenskom kontexte. Trnava: Typi Universitatis Tyrnaviensis, VEDA, 2011. ISBN 978-80-8082-486-0

KOPÁČOVÁ, J. Vývoj učebníc prírodovedy na Slovensku. Ružomberok: VERBUM – vydavateľstvo KU, 2012. ISBN 978-80-8084-4

ROCHOVSKÁ, I., AKIMJAKOVÁ, B. a kol. Prírodovedné vzdelávanie a prírodovedná gramotnosť v predškolskej a elementárnej pedagogike. Ružomberok: VERBUM – vydavateľstvo KU, 2012. ISBN 978-80-8084-926-9

Štátny vzdelávací program pre 1. stupeň základnej školy v Slovenskej republike ISCED 1 – primárne vzdelávanie. Štátny pedagogický ústav, 2008. Dostupné na: [www.statpedu.sk](http://www.statpedu.sk)

ZORMANOVÁ, L. Výukové metódy v pedagogike. Praha: Grada, 2012. ISBN 978-80-247-4100-0.

ŽOLDOŠOVÁ, K. Východiská primárneho prírodovedného vzdelávania. Trnava: VEDA\_TYPI Universitas Tyrnaviensis, 2006. ISBN 80-8082-095-3.

ŽOLDOŠOVÁ, K. Implementácia konštruktivistických princípov prírodovedného vzdelávania do školských vzdelávacích programov MŠ a 1. Stupňa ZŠ. Prešov: Rokus, 2010. ISBN 978-80-89510-00-9

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

Slovak, Czech and English language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 250

A	ABS	B	C	D	E	FX
30,4	0,0	37,6	11,2	8,0	10,8	2,0

**Lecturers:** Mgr. Martin Droščák, PhD., Mgr. Mária Fuchsová, PhD.

**Last change:** 19.09.2023

**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.KPEP/M-UPVex005/22	<b>Course title:</b> Primary natural sciences education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form 2 x 5 hours of direct teaching = 10 hours + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours seminar (4 credits): 2 x 5 hours of direct teaching = 10 hours; self-study = 12 hours, 10 hours of independent study - study of legislative and curricular documents of primary education; 30 hours preparation of outputs from assigned semester tasks; 40 hours of preparation for the interim assessment. A total of 102 hours of student work. Teaching methods: activating methods; linking theory with practice, demonstration methods, discussion, group work, literature study, problem solving method	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be assessed continuously: a/elaboration of two preparations for a lesson focused on the curriculum of primary science education (Primary, Science) with a value of 20 points b/design and presentation of teaching material for selected subjects in primary science education that can be used for any part of the lesson with a value of 40 points c/the subject will be completed by a written mid-term test with a value of 40 points. At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To successfully complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale: A (100-91%, excellent - excellent results), excellent performance, the student has an excellent command of the theoretical knowledge of primary science education, can analyse the teaching aids and methods used in primary education and reflect didactically on the process of primary science education	

B (90-81%, very good - above average standard), excellent performance, the student has a very good command of the theoretical knowledge of primary science education, but his ability to analyse teaching aids, methods and didactically reflect on the process of primary science education is borderline

C (80-73%, good – normal reliable work), good performance, although the student has a good command of the theoretical knowledge of primary science education, he can analyse the teaching aids, methods used in primary education and didactically reflect on the process of primary science education only partially

D (72-66%, satisfactory - acceptable results), satisfactory performance, the student partially masters the theoretical knowledge of primary science education, is only able to partially analyse teaching aids, methods used in primary education, but the ability to reflect didactically is partially absent

E (65-60%, sufficient - the results meet the minimum criteria), satisfactory performance, the student controls the theoretical knowledge of primary science education at a minimum level and his ability to analyse teaching aids, methods and didactically reflect on the process of primary science education is partially absent.

Fx (59-0%, insufficient - additional work is required), insufficient performance, the student does not sufficiently master the basic knowledge of primary science education and is not able to analyse teaching aids, methods and didactically reflect on the process of primary science education.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

After completing the subject, the student should have a comprehensive idea of the perception of the world by a child at a younger school age, with an emphasis on the perception of the environment and nature. The student should be able to identify, analyse and adequately eliminate children's naive ideas of younger school-aged children about natural phenomena. The emphasis is on the student to be able to didactically reflect on the process of primary science education at the end of the course, to analyse teaching aids (textbooks, worksheets) used in the process of primary science education in Slovakia, to compare and subsequently analyse various concepts and programs aimed at science education on Slovakia and abroad. At the same time, during the course, the student will strengthen his interpersonal skills, critical thinking skills, analytical skills and digital skills when creating and presenting outputs from assigned semester tasks.

### **Class syllabus:**

Course outcomes of subject (content):

1. Natural science knowledge, education, scientific and natural science literacy. (The student becomes familiar with the principles of primary education, upbringing and development of children's knowledge and knows the basic components of science literacy of children of younger school age)
2. Content and goal of science education at the 1st grade of elementary school. Analysis of the State Education Program for the 1st grade of primary school in the Slovak Republic ISCED 1 – primary education. Principles of creating a school educational program with a focus on science education. Content and educational standard. Analysis of selected topics from the content of science education at the 1st grade of elementary school. Cross-cutting topics focused on environmental and ecological education. Possibilities of integrating science topics in various teaching subjects (the student can navigate and work with legislative and curricular documents in primary education and can apply and use them in pedagogical practice, the student can reflect didactically on the process of primary science education)
3. Activating didactic methods and strategies in the process of natural science learning. Organizational forms (walk, excursion, school in nature) in the process of science education. Observation, experiment, and research activities in natural science learning. Alternative

- possibilities for the implementation of the teaching subject of natural science at the 1st grade of elementary school.
4. Didactic means in the process of natural science learning. Analysis of teaching materials available in Slovakia and abroad. (The student is able to analyse suitable teaching aids and teaching materials used in primary science education)
5. Evaluation, classification, diagnosis in primary science education. (The student masters the principles of classification and diagnosis in the process of primary science education)

#### **Recommended literature:**

Compulsory/Recommended readings:

FUCHSOVÁ, M., ADAMKOVÁ, M., PIRHÁČOVÁ LAPŠANSKÁ, M., 2020. Uses of augmented reality in biology education. In: Augmented reality in educational settings. 1. vyd., Leiden: Brill, 2020, S. 168-194, ISBN 978-90-04-40883-8. Registrované v wos

HELD, Ľ. a kol. Výskumne ladená koncepcia prírodovedného vzdelávania - IBSE v slovenskom kontexte. Trnava: Typi Universitatis Tyrnaviensis, VEDA, 2011. ISBN 978-80-8082-486-0

KOPÁČOVÁ, J. Vývoj učebníc prírodovedy na Slovensku. Ružomberok: VERBUM – vydavateľstvo KU, 2012. ISBN 978-80-8084-4

ROCHOVSKÁ, I., AKIMJAKOVÁ, B. a kol. Prírodovedné vzdelávanie a prírodovedná gramotnosť v predškolskej a elementárnej pedagogike. Ružomberok: VERBUM – vydavateľstvo KU, 2012. ISBN 978-80-8084-926-9

Štátny vzdelávací program pre 1. stupeň základnej školy v Slovenskej republike ISCED 1 – primárne vzdelávanie. Štátny pedagogický ústav, 2008. Dostupné na: [www.statpedu.sk](http://www.statpedu.sk)

ZORMANOVÁ, L. Výukové metody v pedagogice. Praha: Grada, 2012. ISBN 978-80-247-4100-0.

ŽOLDOŠOVÁ, K. Východiská primárneho prírodovedného vzdelávania. Trnava: VEDA\_TYPI Universitas Tyrnaviensis, 2006. ISBN 80-8082-095-3.

ŽOLDOŠOVÁ, K. Implementácia konštruktivistických princípov prírodovedného vzdelávania do školských vzdelávacích programov MŠ a 1. Stupňa ZŠ. Prešov: Rokus, 2010. ISBN 978-80-89510-00-9

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

Slovak, Czech and English language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 250

A	ABS	B	C	D	E	FX
30,4	0,0	37,6	11,2	8,0	10,8	2,0

**Lecturers:** Mgr. Martin Droščák, PhD., Mgr. Mária Fuchsová, PhD.

**Last change:** 19.09.2023

**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.KPEP/M-UPVex224/22	<b>Course title:</b> Projection in primary mathematics
<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, scope and methods of educational activities: Scope, type/method of teaching and organizational form: 5 hours per semester + 6 hours of self-study; a total of 11 hours per semester, by the combined method, mostly in attendance. Student workload: 11 x 1 hour of direct teaching; 19 hours of preparation of intermediate assignments; 20 hours of project preparation; 10 hours of test preparation. Total 60 hours of student work. Learning methods: lecture, group work, discussion, problem solving, project creation and presentation; e-learning.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The student will be evaluated continuously in the form of an orientation test in the middle of the semester (15 points) by preparing assignments (20 points) by defending a group project of 20 points. The test tests the student's current theoretical knowledge, the ability to solve problems with the use of displays. During the class, the student will develop assignments according to the assignment on the current topic. The student is evaluated for both correctness and originality of problem solving. Seminar work tests the student's ability to develop a proposal of educational activities for the development of functional thinking in accordance with the assignment, with the setting of cognitive objectives. The assessment is awarded on a scale: A 100-93% (excellent - outstanding results): The student has a high-level theoretical knowledge of representations and functions and can apply it creatively in the primary education classroom, can actively solve practical tasks using representations and functions, can identify ISCED 1 standards related to representations and functions, can find, create and use tasks and activities for pupils, can draw, construct or electronically represent graphs of functions, has skills in identifying members of sequences in the broadest sense, can identify connections between different types of representations, can create a picture of a pattern in representations given in different ways, can discuss designs, ideas and solutions, can present, explain own solutions, is active in class and makes original suggestions.	

B 92-84% (very good - above average standard): the student has the theoretical knowledge of representations and functions at the level required for application in the primary classroom, can actively solve practical problems using representations and functions, can identify ISCED 1 standards related to representations and functions, can research, create and use tasks and activities for students, can draw, construct or electronically represent graphs of functions, has zručnosti v určení členov postupností v najširšom zmysle vie vytvoriť obraz vzoru v zobrazeniach zadaných rôznym spôsobom, dokáže diskutovať o návrhoch, názoroch a riešení, dokáže prezentovať, vysvetľovať vlastné riešenia, na vyučovaní je aktívny, jeho riešenia a návrhy presné a úplné, ale menej originálne

C 83-74% (good - normal reliable work): The student has a reliable command of the theoretical knowledge of representations and functions and can apply it correctly in the primary education classroom, according to the ISCED 1 standards in the area of representations, can actively solve standard practical tasks using representations and functions, can identify, find, and use tasks and activities for pupils, can draw, construct, or electronically represent graphs of functions, has skills in identifying members of sequences in standard tasks, can create a picture of a pattern in representations given in different ways, can decide whether an activity or task is appropriate for developing functional thinking, his/her suggestions are not original but correct, can present, explain his/her own solutions, is active in the classroom, his/her solutions are mostly correct.

D 73-67% (satisfactory - acceptable results): Student has the most necessary theoretical knowledge of representations and functions, needs help or guidance when applying it in the classroom at the primary level, cannot design own activities according to ISCED 1 standards in the area of representations but can use standard activities, can actively solve simpler practical tasks using representations and functions, can, use recommended tasks and activities for pupils, can represent graphs of functions in at least one way, has skills in identifying members of sequences in standard tasks, can create a picture of a pattern in representations according to a standard assignment, cannot suggest original ideas but makes reliable use of teaching materials, is less active in class.

E 66-60% (sufficient - results meet minimum criteria): Student has the most necessary theoretical knowledge of representations and functions with minor gaps, needs help or guidance when applied in primary level teaching, has gaps in deciding whether a task in a teaching text meets the ISCED 1 standards for representations, can only actively solve standard model practical tasks using representations and functions, can only use tasks and activities that are in the teaching texts and methodological materials for pupils, can represent graphs of functions in at least one way, has skills in determining members of sequences in simple tasks, can create a picture of a pattern in representations according to a simple task, cannot come up with original ideas, needs methodological guidance in activities, is passive in class.

Fx 59-0%, (Inadequate - extra work required): the student receives this grade if he/she fails to meet even the minimum requirements.

### **Learning outcomes:**

Learning objectives:

The aim of the course is to expand students' theoretical knowledge of displays and functions. To deepen and broaden the knowledge of elementary functions ( linear function, direct proportionality, quadratic function, indirect proportionality) about sequences, and dependencies which can be used for primary education students. to point out functions and representations in geometry. The development of functional thinking and the education of critical thinking are key. Emphasis is also placed on the use of digital technology and the development of the ability to search for and evaluate information in digital media.

Learning objectives:

The aim of the course is to expand students' theoretical knowledge of displays and functions. To deepen and broaden the knowledge of elementary functions ( linear function, direct proportionality,

quadratic function, indirect proportionality) about sequences, and dependencies which can be used for primary education students. to point out functions and representations in geometry. The development of functional thinking and the education of critical thinking are key. Emphasis is also placed on the use of digital technology and the development of the ability to search for and evaluate information in digital media.

#### Knowledges

- Definition of representation and function, method of input, graphs, properties of representations and functions
- definitions, graphs, elementary functions,
- definition and method of entering sequences
- simple geometric representations (axis symmetry, rotation, displacement, similarity),
- use functions to solve practical problems
- identify problems in the subjects of mathematics, science and technology education in primary education

#### Skills

- Draw a graph, from a table or find a figure from the graph of a function
- identify the next or missing member of a sequence
- Draw a simple sequence of geometric shapes,
- create linear and two-dimensional or three-dimensional patterns from real objects,
- create or find an image of a geometric figure in a given representation.
- Locate, create and evaluate tasks or activities appropriate for developing functional thinking.

#### Competencies

- be able to analyse the SPP and evaluate the standards in relation to developing functional thinking
- can independently create tasks for primary pupils in the area of developing functional thinking
- can assess the appropriateness and quality of electronic resources for primary mathematics education and their optimum use in the classroom,
- be able to assess and discuss professionally the suggestions of colleagues
- can defend their own proposals
- - is able to use digital technologies in the design and delivery of teaching, in the gathering of information and in the presentation of their projects.

#### **Class syllabus:**

##### Table of Contents

1. View definition, label, variable, definition scope. Value domain, representations in everyday life, ways of defining representations, formula, table, graph in coordinate system, arrow graph, geometric representations (axis symmetry, rotation, similarity)
2. Function as a special type of representations, labeling, graph of function, linear function direct proportionality, indirect proportionality, quadratic function, other dependencies in mathematics curriculum at 1. st. ELEMENTARY SCHOOL. Methods of developing the above concepts in primary education, the use of cross-curricular relationships.

##### Intermediate test

3. Sequences, determination, labeling, graphs, sequences in elementary mathematics, arithmetic sequence, sum of members of an arithmetic sequence, triangular and square numbers as examples of a sequence, algorithm as a sequence of commands.
4. Patterns - linear patterns, identification of a rule, repetition addition and continuation, pattern formation, patterns in plane and space.

##### Presenting and defending a group project

#### **Recommended literature:**

##### Literature:

PARTOVÁ, E. Relácie a ich aplikácie v predškolskej matematike. 1. vyd. Bratislava: ASCO Art& Science, 2004.  
ZNÁM, Š. Teória čísel. Bratislava: Vydavateľstvo ALFA, 1977.  
Edukačný portál, dostupné na: <http://www.delmat.info/>

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
14,65	0,0	26,11	28,03	15,92	12,1	3,18

**Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex153/22	<b>Course title:</b> Psychology of disabled children
<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>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 5 hours lecture + 6 hours of self-study; a total of 11 hours per semester, by the combined method, mostly in attendance. Student workload: 5 hours of direct teaching; preparation of a seminar paper (5 hours), self-study (6 hours), preparation for the final test (20 hours). 36 hours in total. Teaching methods: lecture, heuristic method, work with professional text and information sources.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: 50% of the interim evaluation + 50% of the final evaluation. Interim assessment includes a seminar paper on a given topic in the field of psychology of children with disabilities (50 points). The final assessment will consist of a written test (50 points). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) For a grade of A, students need to have continuously submitted outstanding results throughout the semester, have been capable of independent study. Students are able to select relevant sources for their study, general laws of psychological development under conditions of disability and the peculiarities of the psychology of a child with different disability and are able to apply the knowledge in practice. A grade of B means that students performed above average throughout the semester, were able to independent study, have mastered basic information related to the psychology of children with disabilities, are able to orient themselves in the relevant literature.	



A grade of C means that students performed at a standard level throughout the semester, their theoretical knowledge of the psychology of children with disabilities is at a good level, but they lack the ability to apply this knowledge in practice.

A grade of D means that students were less well prepared during the semester, have moderate deficiencies in theoretical knowledge related to the psychology of children with disabilities during the semester. They have considerable difficulties in independent work, they cannot critically analyze information.

A grade of E indicates that students fail in more than one of the assignments, lacking the ability to analyze, compare multiple pieces of knowledge, but have a command of most of the theoretical knowledge of the course.

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

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim is to be able to orient oneself and to know the general regularities of the formation of the psyche under conditions of disability and the peculiarities of the psyche of children with disabilities and the specific features of psyche formation in children with different types of disabilities. After completing the course, the student will master the basic concepts of general pathopsychology and child psychology with different types of disabilities. The student acquires a basic overview of the theories and knowledge of psychology necessary for work with children.

The student understands the general laws of psychological development under the conditions of disability and the specific features of the psychology of individuals with disabilities. Understands the peculiarities of psychological processes in individuals with different disabilities and is familiar with the basic methods of psychological diagnosis of children with disabilities. The acquired knowledge can be applied to the care of a child with a disability in an educational setting. The student is able to work critically with knowledge in the field of the psychology of individuals and different types of disability, to link this knowledge with the knowledge acquired through the study of profile subjects and to apply the knowledge in educational theory and practice.

### **Class syllabus:**

Course outcomes of subject (content):

1. Introduction to the study of the psychology of people with disabilities.
2. Specific features of the development of individuals with disabilities. Formation of personality of an individual with a disability.
3. Psychology of children with intellectual disabilities. Specifics of the development of cognition and socialization.
4. Psychology of children with physical disabilities and chronic illness. Specifics of the development of cognition and socialization.
5. Psychology of children with hearing impairment. Specifics of the development of cognition, socialization.
6. Psychology of children with visual impairment. Specifics of cognitive development, socialization.
7. Psychology of children with impaired communication skills. Specifics of development of cognition, socialization.
8. Psychology of children with learning disabilities and autism spectrum disorders. Specifics of the development of cognition, socialization.
9. Socio-psychological aspects of disability. Attitudes towards the disability.
10. Issues of the family with a disabled child.
11. Psychological aspects of integration/inclusion of children with disabilities.

### **Recommended literature:**

<p>Compulsory/Recommended readings:</p> <p>Compulsatory readings:</p> <p>Požár, L. (2007). Základy psychológie ľudí s postihnutím. Trnava: Typi universitatis a VEDA SAV.</p> <p>Požár, L. (1996). Psychológia osobnosti postihnutých. Bratislava: UK.</p> <p>Recommended readings:</p> <p>Cabanová, K., Sokolová, L., Karaffová, E. (Eds.) (2012). Patopsychológia - vznik, vývin a...Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského v Bratislave.</p> <p>Heretik, A. kol. (2016). Klinická psychológia. Psychoprof.</p> <p>Matějček, Z. (2001). Psychologie nemocných a telesne oslabených. IKAR.</p> <p>Říčan, P., Krejčířová, D. A kol. (2006). Dětská klinická psychologie. Grada.</p> <p>Šmidová, M. (2012). Sociálna práca s osobami so zdravotným postihnutím. Dobrá kniha.</p> <p>Vágnerová, M., Hadj-Moussová, Z., Štech, S. (2004). Psychologie handicapu. UK, Karolinum, 2004.</p> <p>Jakabčic, I., Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých, IRIS.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech language, English language (at deepening of studies)</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 1</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>0,0</td><td>0,0</td><td>100,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	0,0	0,0	100,0	0,0	0,0	0,0	0,0
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> doc. PhDr. Marian Groma, PhD., doc. MUDr. Viacheslav Basaliukov, CSc.</p>																				
<p><b>Last change:</b> 21.09.2023</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.KPEP/M-UPVex153/22	<b>Course title:</b> Psychology of disabled children
<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>Type, volume, methods and workload of the student - additional information</b> Scope, type/method of teaching and organizational form: 5 hours lecture + 6 hours of self-study; a total of 11 hours per semester, by the combined method, mostly in attendance. Student workload: 5 hours of direct teaching; preparation of a seminar paper (5 hours), self-study (6 hours), preparation for the final test (20 hours). 36 hours in total. Teaching methods: lecture, heuristic method, work with professional text and information sources.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: 50% of the interim evaluation + 50% of the final evaluation. Interim assessment includes a seminar paper on a given topic in the field of psychology of children with disabilities (50 points). The final assessment will consist of a written test (50 points). To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) For a grade of A, students need to have continuously submitted outstanding results throughout the semester, have been capable of independent study. Students are able to select relevant sources for their study, general laws of psychological development under conditions of disability and the peculiarities of the psychology of a child with different disability and are able to apply the knowledge in practice. A grade of B means that students performed above average throughout the semester, were able to independent study, have mastered basic information related to the psychology of children with disabilities, are able to orient themselves in the relevant literature.	

A grade of C means that students performed at a standard level throughout the semester, their theoretical knowledge of the psychology of children with disabilities is at a good level, but they lack the ability to apply this knowledge in practice.

A grade of D means that students were less well prepared during the semester, have moderate deficiencies in theoretical knowledge related to the psychology of children with disabilities during the semester. They have considerable difficulties in independent work, they cannot critically analyze information.

A grade of E indicates that students fail in more than one of the assignments, lacking the ability to analyze, compare multiple pieces of knowledge, but have a command of most of the theoretical knowledge of the course.

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

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim is to be able to orient oneself and to know the general regularities of the formation of the psyche under conditions of disability and the peculiarities of the psyche of children with disabilities and the specific features of psyche formation in children with different types of disabilities. After completing the course, the student will master the basic concepts of general pathopsychology and child psychology with different types of disabilities. The student acquires a basic overview of the theories and knowledge of psychology necessary for work with children.

The student understands the general laws of psychological development under the conditions of disability and the specific features of the psychology of individuals with disabilities. Understands the peculiarities of psychological processes in individuals with different disabilities and is familiar with the basic methods of psychological diagnosis of children with disabilities. The acquired knowledge can be applied to the care of a child with a disability in an educational setting. The student is able to work critically with knowledge in the field of the psychology of individuals and different types of disability, to link this knowledge with the knowledge acquired through the study of profile subjects and to apply the knowledge in educational theory and practice.

### **Class syllabus:**

Course outcomes of subject (content):

1. Introduction to the study of the psychology of people with disabilities.
2. Specific features of the development of individuals with disabilities. Formation of personality of an individual with a disability.
3. Psychology of children with intellectual disabilities. Specifics of the development of cognition and socialization.
4. Psychology of children with physical disabilities and chronic illness. Specifics of the development of cognition and socialization.
5. Psychology of children with hearing impairment. Specifics of the development of cognition, socialization.
6. Psychology of children with visual impairment. Specifics of cognitive development, socialization.
7. Psychology of children with impaired communication skills. Specifics of development of cognition, socialization.
8. Psychology of children with learning disabilities and autism spectrum disorders. Specifics of the development of cognition, socialization.
9. Socio-psychological aspects of disability. Attitudes towards the disability.
10. Issues of the family with a disabled child.
11. Psychological aspects of integration/inclusion of children with disabilities.

### **Recommended literature:**

<p>Compulsory/Recommended readings:</p> <p>Compulsatory readings:</p> <p>Požár, L. (2007). Základy psychológie ľudí s postihnutím. Trnava: Typi universitatis a VEDA SAV.</p> <p>Požár, L. (1996). Psychológia osobnosti postihnutých. Bratislava: UK.</p> <p>Recommended readings:</p> <p>Cabanová, K., Sokolová, L., Karaffová, E. (Eds.) (2012). Patopsychológia - vznik, vývin a...Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského v Bratislave.</p> <p>Heretik, A. kol. (2016). Klinická psychológia. Psychoprof.</p> <p>Matějček, Z. (2001). Psychologie nemocných a telesne oslabených. IKAR.</p> <p>Říčan, P., Krejčířová, D. A kol. (2006). Dětská klinická psychologie. Grada.</p> <p>Šmidová, M. (2012). Sociálna práca s osobami so zdravotným postihnutím. Dobrá kniha.</p> <p>Vágnerová, M., Hadj-Moussová, Z., Štech, S. (2004). Psychologie handicapu. UK, Karolinum, 2004.</p> <p>Jakabčic, I., Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých, IRIS.</p>																				
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak and Czech language, English language (at deepening of studies)</p>																				
<p><b>Notes:</b></p>																				
<p><b>Past grade distribution</b></p> <p>Total number of evaluated students: 1</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>0,0</td><td>0,0</td><td>100,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	0,0	0,0	100,0	0,0	0,0	0,0	0,0
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> doc. PhDr. Marian Groma, PhD., doc. MUDr. Viacheslav Basaliukov, CSc.</p>																				
<p><b>Last change:</b> 21.09.2023</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.KPEP/M-UPVex303/22	<b>Course title:</b> Relaxation techniques
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student's workload: 10 hours of direct teaching; 10 hours of preparation of the student for the first intermediate task-seminar paper; 10 hours of preparation of the student for the second intermediate task-presentation of the project; 12 hours of self-study; 18 hours of preparation of the student for the final test. Total 60 hours of student work. Educational methods: lecture; explanation; discussion and interaction between the teacher and students on the topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and altered conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in school physical education with a focus on relaxation exercises.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. The student will submit a term paper worth 20 points during the semester. In addition, the student will complete a project presentation focused on teaching a physical education class worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points of the knowledge acquired throughout the semester. 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 half of the points in any of the three conditions. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work),	

D (72-66%, satisfactory - acceptable results),

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

Fx (59-0%, inadequate - extra work required)

A-(excellent), the student has an excellent command of the theoretical knowledge of relaxation exercises in primary education and can apply it to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the issue addressed, the student can present the teaching of the relaxation exercises lesson at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.

B-(very good), the student has a very good command of the theoretical knowledge of relaxation exercises in primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the questions and tasks of the teacher, the student is active and proactive and responds to questions on the problem addressed, the student can present the teaching of relaxation exercises very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his/her activities are of good quality, with minor shortcomings.

C-(good), the student has a good command of the theoretical knowledge of relaxation exercises in primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem to be solved with minor problems, he/she presents at a good level with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.

D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge from the relaxation exercises in primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present at a satisfactory level, the student's oral and written expression has some inaccuracies and also major deficiencies.

E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge from the relaxation exercises in primary education, which is at a weak level and with difficulty can apply it to practical activities, he/she responds to the teacher's prompts with inaccuracies, the student himself/herself is not active and initiative, he/she does not ask questions on the issue addressed, the student presents at a very weak level, the student's oral and written expression has more serious inaccuracies and shortcomings.

Fx-(Insufficient), the student's work does not meet the requirements for passing the course in any of the prerequisites and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Scale of assessment (preliminary/final): 20/30/50

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the Relaxation Exercises course is to acquire adequate theoretical knowledge, skills and competences related to the profession of a primary teacher in physical education with a focus on relaxation exercises. Students have acquired knowledge of the educational area of Health and Movement, where they are able to design and implement educational activities. They will expand their knowledge in connection with didactic reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the child of younger school age, which they are able to apply to the physical education process, respecting the intensity of the load in relation to the health of children and the possibilities of developing their motor abilities and skills. They can actively use didactic

technology and digital technologies in educational and administrative activities in connection with relaxation exercises in physical education. Students will acquire the competences of the teacher's work in the field of organization and management of educational sports activities at school and in extracurricular sports organizations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice taking into account wider societal implications in conjunction with relaxation exercises in physical education. Students are able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education in primary education. They will be able to link theoretical knowledge of relaxation exercises to practice.

**Class syllabus:**

Course outcomes of subject (content):

The curriculum of the Relaxation Exercises course is designed so that after its practical teaching students are able to apply theoretical knowledge to the practical context of the teaching profession in physical education with a focus on relaxation exercises. The students master the professional content of the lectures and have acquired the terminology of physical exercises from the practical parts of the lessons of the subject. They are familiar with appropriate pedagogical research methods to investigate the educational process of relaxation exercises in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a teaching staff member in primary education. Students are able to expand their knowledge, competences and skills in the field of relaxation exercises. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Physical Education in Primary Education will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project to prepare the teaching of a lesson of relaxation exercises. They will be professionally and methodologically competent to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of relaxation exercises in primary education.

The course content focuses on relaxation as a conscious effort to release mental and physical tension through relaxation exercises. It is an active process that children can induce by will, deepen by proper exhalation and accompany by appropriate movement of the different parts of the body. Depending on the extent of relaxation, we can talk about partial relaxation (local) - relaxation of only some parts of the body, muscles, joints in a given unit of time, and total relaxation - in which all muscles, joints, and the psyche are relaxed. It is a relaxation of the body as a whole. When a certain movement skill is acquired, we can perform differentiated relaxation, which means activating certain muscles and joints that are most suitable for the technique of the joints.

1. Introduction to Relaxation Exercises. These exercises are part of the thematic unit of Psychomotor and health-oriented exercises in the educational standard for the 1st grade of primary school - Physical and sports education. Introduction to the meaning of relaxation exercises, possibilities of their use, health effects. The role of warm-up before performing relaxation exercises as a prevention of injury.
2. Relaxation (relaxation) exercises. Games: tapping, shaking, self-massage, rocking, swaying, swinging, tapping, circling. Examples of exercises and their implementation in students' practical activities.
3. Exercises focusing on controlled strengthening and relaxation of muscles. Approximation of the activity: muscle tension and relaxation. Weight-bearing - the idea of increasing the weight of individual parts and the whole body. Examples of exercises and their implementation in students' practical activities.



4. Activities aimed at the development of breathing. Introduction and examples: breathing exercises - exercises aimed at practicing correct breathing in different positions. Examples of exercises and their implementation in students' practical activities.
5. Stretching exercises. Methods of stretching: 1. Method of permanent - multiphase stretching (Static method of B. Anderson). 2. Method of postisometric stretching - dilatation, which can also be referred to as the method of initial stretching followed by stretching (Sölverbern method). 3. the method of intermittent stretching - PNF (Holt's 3S method - for stretching we use our own weight or the weight and strength of an auxiliary exerciser or tool). 4. the method of dynamic stretching - appropriately alternating contraction and dilatation of the muscle. Why practice stretching - the main reasons. Advice for safe stretching. Examples of exercises and their implementation in practical activities of students.
6. Compensatory (balancing) exercises. Examples of exercises and their implementation in students' practical activity.
7. Exercises for the development of flexibility (flexibility, mobility). Examples of exercises and their implementation in students' practical activities.
8. Activities for the development of balance skills. Exercises aimed at stability and lability in different postures (fit ball, balancing aids - bosu, go-go, treadmill). Examples of exercises and their implementation in practical activities of students. Examples of exercises and their implementation in students' practical activities.
9. Balancing with objects. Approach: juggling, carrying objects in different ways. Examples of exercises and their implementation in the practical activity of students.
10. Exercises according to the body scheme aimed at awareness of one's own body. Approximation of the movement possibilities of its individual parts. Exercises calming the heart: exercises of imagination, concentration on the activity of internal organs, perception of pulse, breath. Examples of exercises and their implementation in the students' practical activity.
11. Preparation and presentation of educational activity focused on Relaxation Exercises. On the basis of the acquired knowledge, knowledge, experience and skills - to compile the preparation and presentation of a lesson on relaxation exercises in the primary education of children of younger school age in primary school.

#### **Recommended literature:**

Compulsory/Recommended readings:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.

KAMENSKÝ, G., PELA, P. 2010. Zdravý životný štýl. Bratislava: AEPress, 2010. 143 s. ISBN 978-80-88880-88-2.

NOVOTNÁ, N. 2003. Strečing a rozvoj ohybností detí mladšieho školského veku. Banská Bystrica: UMB, 2003. 64. s. ISBN 80-8055-751-9.

NOVOTNÁ, E. 2017. Pedagogika voľného času. Rokus, 2017. 224 s. ISBN 9788089510580.

SAMEKOVÁ, Z. 2001. Kompenzačné cvičenia pre žiakov mladšieho školského veku. 2. diel. Vyrovnávajúce cvičenia. Banská Bystrica: UMB, 2001. 189 s. ISBN 80-8055-525-7.

ŠIMONEK, J., et al. 2014. Metodická príručka telesnej výchovy pre materské školy a prvý stupeň základných škôl. Bratislava: AT Publishing, 2014. 140 s. ISBN 978-80-88954-62-0.

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

Slovak and Czech language

#### **Notes:**

<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. Marián Merica, PhD.						
<b>Last change:</b> 24.09.2023						
<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.KPEP/M-UPVex013/22	<b>Course title:</b> Research methods in educational sciences
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 hours of lecture + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10P (2 credits): 10 hours of regular in-class teaching; 14 hours of preparation for the continuous assessment; 12 hours of self-study; 24 hours of preparation for the final assessment. A total of 60 hours of student work. Educational methods: discussion of the topic; problem-solving; applying theoretical knowledge to practice; independent student work; e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: during the semester, students submit 2 assignments for 50 points. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. Credits will not be awarded to a student who obtains less than 30 points in any of the 2 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points. Continuous assessment: written test (the student should be able to distinguish quantitative methodology from qualitative methodology with the corresponding terminological apparatus). Final assessment: independent written work (the student must prepare an independent written work of a conceptual nature, submit it in electronic form and verbally present solutions to the application of research methods in their own reduced research project related to the selected research topic). Grading scale: A (100-91%, excellent – outstanding results): the student excellently presents theoretical knowledge of the use of research methods and can creatively and originally apply theoretical knowledge to the design of his / her own research project. B (90-81%, very good – above the average standard): the student presents theoretical knowledge of the use of research methods at a very good level and can creatively apply the theoretical knowledge at a very good level in the design of his / her own research project.	

C (80-73%, good – generally sound work): the student presents theoretical knowledge of the use of research methods at an average level and can adequately apply theoretical knowledge to the design of his / her own research project.

D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge of the use of research methods at a satisfactory level and can adequately apply theoretical knowledge to the design of his / her own research project.

E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge of the use of research methods at a low level and has deficiencies in applying theoretical knowledge to the design of his / her own research project.

Fx (59-0%, fail – further work required): the student has significant deficiencies in the field of theoretical knowledge about the use of research methods and / or in their application to the design of his / her own research project.

### **Learning outcomes:**

Learning outcomes/Objectives and learning outcomes: the aim of the course is to acquire theoretical knowledge about the methodology of pedagogical, teaching and action research. By completing the subject, the student will acquire adequate knowledge of research tools and methods of quantitative and qualitative research. The student will be able to apply the principles of science methodology to teacher teaching and education sciences. The student will be able to apply scientific terminology and lead a thematic discussion within the research methodology. The student will be able to critically assess the research situation and derive from it the corresponding research design, research genre, research procedure repertoire and inventory of research tools, methods, and techniques. By completing the subject, the student will be able to continue expanding professional knowledge and scientific research activities within the framework of rigorous continuation or doctoral studies. As part of completing the subject, the student will develop the following transferable skills: communication, mathematical, organizational, digital, analytical, as well as creativity and creativity, motivation, and availability to learn and think in context.

### **Class syllabus:**

Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:

Methodology of quantitative and qualitative research. The aim of the topic is to become familiar with quantitative and qualitative research methodology, which examines and describes the planning, organization, and implementation of research, including the evaluation of research data. The student should acquire knowledge about the activity of the researcher before entering the field (about research planning), during the field phase of research (about the use of research methods) and after returning from the field (about evaluating and interpreting data obtained in the field). The student can evaluate the importance of individual activities of the researcher and can apply them in practice.

Analysis of selected quantitative and qualitative research methods. The goal of the topic is to acquaint the student with selected research methods that are used in quantitative and qualitative research. The student should acquire the skills to apply individual research methods in research with a precisely determined method of collecting research data and their processing. The student should acquire knowledge about research methodology as a set of several methods and procedures used by the researcher in specific research and then be able to apply them in his / her own research activities.

Methodology of the pedagogical research process. The aim of the topic is to become familiar with pedagogical research in education as one of the types of scientific research in which the researcher (and teacher) systematically examines pedagogical practice. The student should acquire the ability to apply individual strategies of pedagogical research in pedagogical practice.

Methodology of the action research process. The aim of the topic is to get familiar with practical research in education as one of the types of scientific research, in which teacher-researchers

systematically examine their own didactic practice. The student should acquire the skills to apply individual action research strategies in pedagogical practice.

Research topic and research problem. The aim of the topic is to acquaint the student with the factors that determine the choice, development of a research topic and the systematic creation of a topic concept. The student should acquire the ability to apply the given factors within the definition of the research topic. The student should acquire knowledge about the theoretical understanding of the research problem, in which the information preparation of the research has a key role, and then be able to apply it in practice.

Research project. The aim of the topic is to get familiar with the concept of a research plan as a detailed description of the upcoming research, which is prepared before the research and serves as a scenario for its implementation. The student should acquire knowledge about the concept of a research project, which he can subsequently apply in practice and is able to determine the tasks of the researcher during the investigation.

#### **Recommended literature:**

Compulsory/Recommended readings:

GAVORA, P. a kol. (2010). Elektronická učebnica pedagogického výskumu. [online]. Bratislava: UK. Available on: <http://www.e-metodologia.fedu.uniba.sk/>

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: UK.

SEVERINI, E., KOSTRUB, D. (2018). Kvalitatívne skúmanie v predprimárnom vzdelávaní. [online]. Prešov: Rokus. Available on: [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Kvalitativne\\_skumanie\\_severini\\_kostrub\\_2018.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Kvalitativne_skumanie_severini_kostrub_2018.pdf)

SEVERINI, E., KOŽUCHOVÁ, M., BRÉZOVSKÁ, L. (2021). Kvalitatívna metodológia ako základ realizácie nášho skúmania. In Individuálne (domáce) vzdelávanie. [online]. Ostrava: Key Publishing s.r.o., s. 59-93. Available on: [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Individualne\\_vzdelavanie\\_severini\\_kozuchova\\_brezovska\\_2021.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Individualne_vzdelavanie_severini_kozuchova_brezovska_2021.pdf)

TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. [online]. Nitra: PdF, UKF v Nitre. Available on: <https://www.pf.ukf.sk/images/docs/projekty/2017/pC-Cp/publikacie/Kvantitat%C3%ADvny%20v%C3%BDskum.pdf>

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

Slovak language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 163

A	ABS	B	C	D	E	FX
65,64	0,0	20,25	9,2	3,07	1,23	0,61

#### **Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex013/22	<b>Course title:</b> Research methods in educational sciences
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 hours of lecture + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10P (2 credits): 10 hours of regular in-class teaching; 14 hours of preparation for the continuous assessment; 12 hours of self-study; 24 hours of preparation for the final assessment. A total of 60 hours of student work. Educational methods: discussion of the topic; problem-solving; applying theoretical knowledge to practice; independent student work; e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: during the semester, students submit 2 assignments for 50 points. It is necessary to obtain at least 91 points to obtain the final grade A, at least 81 points to obtain grade B, at least 73 points for grade C, at least 66 points for grade D, and at least 60 points for grade E. Credits will not be awarded to a student who obtains less than 30 points in any of the 2 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the points. Continuous assessment: written test (the student should be able to distinguish quantitative methodology from qualitative methodology with the corresponding terminological apparatus). Final assessment: independent written work (the student must prepare an independent written work of a conceptual nature, submit it in electronic form and verbally present solutions to the application of research methods in their own reduced research project related to the selected research topic). Grading scale: A (100-91%, excellent – outstanding results): the student excellently presents theoretical knowledge of the use of research methods and can creatively and originally apply theoretical knowledge to the design of his / her own research project. B (90-81%, very good – above the average standard): the student presents theoretical knowledge of the use of research methods at a very good level and can creatively apply the theoretical knowledge at a very good level in the design of his / her own research project.	

C (80-73%, good – generally sound work): the student presents theoretical knowledge of the use of research methods at an average level and can adequately apply theoretical knowledge to the design of his / her own research project.

D (72-66%, satisfactory – fair but with significant shortcomings): the student presents theoretical knowledge of the use of research methods at a satisfactory level and can adequately apply theoretical knowledge to the design of his / her own research project.

E (65-60%, sufficient – performance meets the minimum criteria): the student presents theoretical knowledge of the use of research methods at a low level and has deficiencies in applying theoretical knowledge to the design of his / her own research project.

Fx (59-0%, fail – further work required): the student has significant deficiencies in the field of theoretical knowledge about the use of research methods and / or in their application to the design of his / her own research project.

### **Learning outcomes:**

Learning outcomes/Objectives and learning outcomes: the aim of the course is to acquire theoretical knowledge about the methodology of pedagogical, teaching and action research. By completing the subject, the student will acquire adequate knowledge of research tools and methods of quantitative and qualitative research. The student will be able to apply the principles of science methodology to teacher teaching and education sciences. The student will be able to apply scientific terminology and lead a thematic discussion within the research methodology. The student will be able to critically assess the research situation and derive from it the corresponding research design, research genre, research procedure repertoire and inventory of research tools, methods, and techniques. By completing the subject, the student will be able to continue expanding professional knowledge and scientific research activities within the framework of rigorous continuation or doctoral studies. As part of completing the subject, the student will develop the following transferable skills: communication, mathematical, organizational, digital, analytical, as well as creativity and creativity, motivation, and availability to learn and think in context.

### **Class syllabus:**

Course outcomes of subject (content): the subject content contributes to the goals and outcomes of education (graduate profile) with the following topics:

Methodology of quantitative and qualitative research. The aim of the topic is to become familiar with quantitative and qualitative research methodology, which examines and describes the planning, organization, and implementation of research, including the evaluation of research data. The student should acquire knowledge about the activity of the researcher before entering the field (about research planning), during the field phase of research (about the use of research methods) and after returning from the field (about evaluating and interpreting data obtained in the field). The student can evaluate the importance of individual activities of the researcher and can apply them in practice.

Analysis of selected quantitative and qualitative research methods. The goal of the topic is to acquaint the student with selected research methods that are used in quantitative and qualitative research. The student should acquire the skills to apply individual research methods in research with a precisely determined method of collecting research data and their processing. The student should acquire knowledge about research methodology as a set of several methods and procedures used by the researcher in specific research and then be able to apply them in his / her own research activities.

Methodology of the pedagogical research process. The aim of the topic is to become familiar with pedagogical research in education as one of the types of scientific research in which the researcher (and teacher) systematically examines pedagogical practice. The student should acquire the ability to apply individual strategies of pedagogical research in pedagogical practice.

Methodology of the action research process. The aim of the topic is to get familiar with practical research in education as one of the types of scientific research, in which teacher-researchers

systematically examine their own didactic practice. The student should acquire the skills to apply individual action research strategies in pedagogical practice.

Research topic and research problem. The aim of the topic is to acquaint the student with the factors that determine the choice, development of a research topic and the systematic creation of a topic concept. The student should acquire the ability to apply the given factors within the definition of the research topic. The student should acquire knowledge about the theoretical understanding of the research problem, in which the information preparation of the research has a key role, and then be able to apply it in practice.

Research project. The aim of the topic is to get familiar with the concept of a research plan as a detailed description of the upcoming research, which is prepared before the research and serves as a scenario for its implementation. The student should acquire knowledge about the concept of a research project, which he can subsequently apply in practice and is able to determine the tasks of the researcher during the investigation.

#### **Recommended literature:**

Compulsory/Recommended readings:

GAVORA, P. a kol. (2010). Elektronická učebnica pedagogického výskumu. [online]. Bratislava: UK. Available on: <http://www.e-metodologia.fedu.uniba.sk/>

KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava: UK.

SEVERINI, E., KOSTRUB, D. (2018). Kvalitatívne skúmanie v predprimárnom vzdelávaní. [online]. Prešov: Rokus. Available on: [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Kvalitativne\\_skumanie\\_severini\\_kostrub\\_2018.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Kvalitativne_skumanie_severini_kostrub_2018.pdf)

SEVERINI, E., KOŽUCHOVÁ, M., BRÉZOVSĽÁ, L. (2021). Kvalitatívna metodológia ako základ realizácie nášho skúmania. In Individuálne (domáce) vzdelávanie. [online]. Ostrava:

Key Publishing s.r.o., s. 59-93. Available on: [https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Individualne\\_vzdelavanie\\_severini\\_kozuchova\\_brezovska\\_2021.pdf](https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPPE/publikacie/Individualne_vzdelavanie_severini_kozuchova_brezovska_2021.pdf)

TOMŠÍK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. [online]. Nitra: PdF, UKF v Nitre. Available on: <https://www.pf.ukf.sk/images/docs/projekty/2017/pC-Cp/publikacie/Kvantitat%C3%ADvny%20v%C3%BDskum.pdf>

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

Slovak language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 163

A	ABS	B	C	D	E	FX
65,64	0,0	20,25	9,2	3,07	1,23	0,61

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex310/22	<b>Course title:</b> Science practice - inanimate nature
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and methods of educational activities: Scope, type/method of teaching and organizational form: 10 hours of exercise + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10 hours of direct teaching, 30 hours of test preparation, 20 hours of homework. A total of 60 hours of student work. Teaching methods: explanation, experiments and experiments, small group work; discussion; observation, demonstration. The main part is the preparation and implementation of experiments and activities for children of younger school age, reasoning and drawing conclusions from the experiment.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Prerequisites for successful completion of the course: The course is evaluated during the semester in the form of in-class assignments (22 points) or homework (13 points), a knowledge test (maximum 15 points). The written test tests the student's theoretical knowledge of relevant physics knowledge, The student must score a minimum of 7 points for each test. The focus of the course is the preparation, execution, evaluation and methodical processing of the implementation of student experiments in the classroom, continuously assigned homework focuses on the application of theoretical knowledge into practice. The student is evaluated for scientific correctness, appropriateness of the choice of procedures and aids, creativity and originality, and proposed procedures for primary education pupils. The assessment is awarded on a scale of: A more than 94% The student knows and can describe natural science phenomena that have application in primary education. The student knows the methodological procedure for conducting experiments at the level of children of younger school age and can independently propose an alternative. Can find improvised means to demonstrate natural phenomena and procedures and concepts. Can	

collaborate, observe, draw conclusions and prove claims from observation. Knows how to use laboratory equipment safely. Solves problems correctly and originally and is active in class.

B more than 84% and less than 94%

The student can describe natural phenomena that have applications in primary education. He/she knows the methodological procedure for the implementation of pupils' experiments at the level of children of younger school age and can independently propose an alternative. Can use non-standard but already proven means to demonstrate natural phenomena, procedures and concepts. Can collaborate, observe, draw conclusions and prove claims from observation. Knows how to use laboratory equipment safely. Generally solves problems correctly and is active in class.

C more than 74% and less than 84%:

The student can describe science phenomena that have applications in primary education. He/she knows the methodological procedure for the implementation of pupils' experiments at the level of children of younger school age. Can use already proven means to demonstrate natural phenomena, procedures and concepts. Can collaborate, observe, draw conclusions from observation. Knows how to use laboratory equipment safely. Generally, solves problems correctly, is less active in class.

D more than 66% and less than 74%

The student can describe natural phenomena that have applications in primary education. The student knows at least one methodological procedure for conducting experiments at the level of children of younger school age. The student can use already proven means to demonstrate natural phenomena only according to the instructions. Can collaborate, observe, draw conclusions from observation. Knows how to use laboratory equipment safely. Solves problems with minor errors that can be corrected with help, is less active in class.

E more than 60 % and less than 66 %

The student can describe science phenomena that have applications in primary education. The student knows at least one methodological procedure for carrying out experiments at the level of children of younger school age. The student can use already proven means to demonstrate natural phenomena only according to the instructions. Can collaborate, observe, draw conclusions from observation. Knows how to use laboratory equipment safely. Solves problems with minor errors, is passive in class.

Fx less than 60% This grade is earned if the student does not meet even the requirements at E level.

### **Learning outcomes:**

Learning objectives and outcomes:

The aim of the course is to deepen the knowledge of physical phenomena, which are also applicable in primary education, to familiarize students with the methodological procedure for the implementation of student experiments at the level of children of younger school age, to master the methods of measuring physical quantities with their own and universal scales, to look for improvised means of demonstrating natural phenomena and procedures and concepts. Students will learn to purposefully observe the progress of an experiment and draw conclusions, safely using laboratory equipment.

Learning outcomes

Knowledge

- Knows definitions or descriptions of basic science concepts and major natural phenomena,
- knows physical units outside the SI system,
- knows the principles of occupational safety during experiments
- has acquired knowledge of the theory and methodology of developing natural science knowledge for preschool and younger school-age children,

Skills

- can demonstrate a science experiment
- can safely operate electrical and mechanical apparatus during lessons

<ul style="list-style-type: none"> <li>- can replace standard equipment with improvised equipment</li> <li>- can assemble apparatus for an experiment</li> </ul> <p>Transferable competences</p> <ul style="list-style-type: none"> <li>- Is able to demonstrate physical phenomena and through experiments,</li> <li>- is able to plan pupils' experiments and carry them out, usually in small groups</li> <li>- Demonstrates the ability to collaborate, observe, draw conclusions and demonstrate ,</li> <li>• - is able to identify children's naive conceptions and guide them</li> </ul>																				
<p><b>Class syllabus:</b></p> <p>Course content:</p> <ol style="list-style-type: none"> <li>1. Experiments to observe and explain physical phenomena: light, decay, reflection or refraction of light, propagation of light in different environments, sound, propagation of sound, echo, noise, sound attenuation, heat, temperature, heat sources, thermometer, subjective sensation of heat</li> <li>2. Experiments on observation and presence of physical fields: magnetism, demonstration of presence of magnetic field, magnetic substances, electricity, electric field, static electricity, electric current, sources of electricity, energy, propagation of electric current, electric circuit</li> <li>3. Measurement of physical quantities: volume and mass, discovery of self measurement, universal gauges and universal units in SI system and their use , selection of appropriate units, time, force, discovery of self measurement, universal gauges and universal units in SI system and their use, selection of appropriate units.</li> <li>4. Properties of substances, structure of substances, air, water, metal, plastic, natural substances (wood, cotton, wool), chemical and physical changes of substances, changes of state, mixtures and compounds.</li> <li>5. Mechanics, manifestations of force and motion, simple machines inclined plane, lever, pulley,</li> </ol>																				
<p><b>Recommended literature:</b></p> <p>Recommended reading:</p> <p>ŽOLDOŠOVÁ, K. Implementácia konštruktivistických princípov prírodovedného vzdelávania do školských vzdelávacích programov MŠ a 1. stupňa ZŠ. Rokos: Prešov, 2010. ISBN 978-80-89510-00-9</p> <p>MŠVVaŠ SR: Inovovaný štátny vzdelávací program</p> <p>Učebnice a pracovné listy prírodovedy.</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: 1</p> <table border="1"> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>0,0</td><td>0,0</td><td>100,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	0,0	0,0	100,0	0,0	0,0	0,0	0,0
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> 24.09.2023</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.KPEP/M-UPVex007/22	<b>Course title:</b> Slovak language in primary 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> 15s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Credits: 4 Scope, type/method of teaching and organizational form: 15 PS lecture + seminar + 12 hours of self-study; a total of 27 hours per semester, by the combined method, mostly in attendance. Student workload: 3 x 5 hours of direct teaching = 15 hours; Self-study = 18 hours, 11 hours of continuous class preparation; 23 hours of preparation for midterm test; 10 hours of preparation for the seminar paper, 43 hours of preparation for the final test. Total 120 hours of student work. Teaching methods: problem-based interpretation of the material, discussion of the topic, solving problems and assignments, practical problem solving, e-learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated during the semester in the form of: - a midterm test (30 points), - seminar paper (20 points). In the exam period, he/she will be evaluated in the form of a final test (50 points). The tests will assess the degree of acquisition of theoretical knowledge and practical skills necessary for teaching the phonetic, orthographic and lexical levels of the Slovak language in primary education. For the final grade A, at least 91 points must be obtained, for grade B 81 points, for grade C 73 points, for grade D at least 66 points and for grade E at least 60 points out of the total number of points. A student who scores less than 25 points on the continuous assessment will not be admitted to the examination. To pass the course, a minimum of 51% of the marks must be obtained. The grade is awarded on a scale:	

A (100 - 91 %, excellent - outstanding results), the student has excellent knowledge, the acquired knowledge can be creatively applied in practice. The student has the ability to creatively and independently solve individual tasks and assignments.

B (90 - 81 %, very good - above average standard), the student has excellent knowledge, can apply the acquired knowledge very well in practice, has the ability to solve individual tasks and assignments independently.

C (80 - 73 %, good - normal reliable work), the student has good knowledge, can apply the acquired knowledge well in practice, solves individual tasks and assignments reliably.

D (72 - 66%, satisfactory - acceptable performance), the student has satisfactory knowledge, can apply it satisfactorily in practice, can solve individual tasks and assignments satisfactorily.

E (65 - 60 %, satisfactory - results meet minimum criteria), the student demonstrates a minimum amount of knowledge, can solve individual tasks and assignments at a minimum level, can apply them in practice to a minimum extent.

Fx (59 - 0 %, insufficient - extra work required), the student does not demonstrate sufficient knowledge, cannot apply it in practice and cannot solve individual tasks and assignments.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will consolidate his/her knowledge of selected phonetic, orthographic and lexical phenomena, which he/she will be able to identify and critically evaluate in didactic materials intended for teaching the Slovak language in primary education. The student will be familiar with the concept of communicative teaching of the Slovak language and will be able to apply it in the analysis of available didactic material as well as in the creation of his/her own exercises focusing on selected issues of phonetics, orthography and lexicology.

The analytical and critical approach to the didactic material encourages the student to develop transferable competences, because especially in the seminar part, critical thinking, thinking in context, developing communicative and digital competences are emphasized, which the student demonstrates by solving specific assignments as well as by constructing his/her own proposals for language exercises.

### **Class syllabus:**

Course outcomes of subject (content):

1. Slovak language as a teaching subject. Communicative teaching of Slovak language.

The student is acquainted with the basic concepts of communicative teaching. The student will learn the methodological procedure of developing and practicing communicative competences. The student understands the division of communicative . competences into receptive and productive ones, understands their importance in the teaching of the Slovak language, is able to identify them in individual language exercises and to design his/her own exercises to develop receptive and productive communicative competences.

2. Didactic material and teaching aids in Slovak language teaching.

The student will get acquainted with didactic material used in teaching Slovak language in primary education, he/she will acquire the ability to work with supporting online resources for teaching Slovak language. The student will actively acquire information from the website of the Ľudovít Štúr Institute of Linguistics (codification manuals, dictionary portal) and will be able to use it to solve practical language tasks.

3. Teaching the sound plane. Slovak vowels and their division. Pronunciation problems of Slovak vowels, consonants and diphthongs.

The student will know the degree of representation of segmental phenomena in the teaching of the sound plane in primary education. The student will be familiar with the principles of derivation of sound segments such as vowels, diphthongs, hard and soft consonants, will be able to identify

problems in the pronunciation of Slovak vowels and will be familiar with the possibilities of practicing written pronunciation.

#### 4. Vowel changes. Rhythmic law and sound assimilation.

The student will get acquainted with the nature of spelling changes, will be able to identify them in concrete examples and explain the causes of their occurrence. The student will be familiar with the period in which individual spelling changes are taught in primary education, will understand the differences in pupils' written output (dictations) before and after the acquisition of the principles of spelling changes.

#### 5. Suprasegmental phenomena. Temporal, force and tonal modulation of speech.

The student will acquire the correct use of suprasegmental phenomena, which he/she will apply in practicing suprasegmental phenomena in the teaching of Slovak language. The student will be able to distinguish between the application of the principles of correct pronunciation in prepared and unprepared speeches and will know the nature of the occurrence of individual errors, as well as the correct method of pedagogical intervention.

#### 6. Teaching spelling.

The student will be able to identify spelling as one of the basic prerequisites for the correct creation and comprehension of a text, will be familiar with spelling principles, as well as the process of acquiring spelling knowledge, skills and habits. The student will be able to identify factors that make spelling acquisition difficult and easy.

#### 7. Types of spelling exercises. Dictations. Selected words.

The student will know the process of automating the activity of solving spelling exercises, will be able to identify the difference between spelling knowledge, spelling skill and spelling habit. The student will be able to use different types of spelling exercises and dictations and will acquire the ability to correct, analyze, and evaluate them. The student will know the prerequisites and factors for the acquisition of selected words and will be able to apply them in practice.

#### 8. Teaching lexicology. Vocabulary and word meaning.

The student will know the difference between the active and passive vocabulary of the child, will know the ways of explaining the meaning and the importance of its appropriate use in the teaching of the Slovak language at the first grade. The student will know the principles of vocabulary differentiation based on different parameters. The student will be able to identify the specifics of lexicology teaching in each year of primary education and will be aware of the formative aspect that lexicology teaching offers through the development of children's cognition and critical thinking.

#### 9. Paradigmatic and syntagmatic relations in vocabulary. Synonymy, antonymy, homonymy, polysemy, hyperonymy, hyponymy and cohyponymy.

The student will know the essence of paradigmatic and syntagmatic relations in the vocabulary, will be able to apply them correctly and creatively in his/her own speech, actively using the relevant dictionaries and the dictionary portal of the Ľudovít Štúr Institute of Linguistics. The student will be familiar with the types of lexical exercises, will be able to use them and create them independently.

#### 10. Enriching vocabulary. Formation, modification and acquisition of words.

The student will know the laws of word formation and word acquisition and the degree of their representation in the teaching of the Slovak language in primary education. The student will be able to identify the communicative-cognitive aspect in the teaching of word formation. The student will be familiar with exercises on the formation of words by prefixes, will be able to use them creatively and actively form them.

#### 11. Phraseological lexis. Lexicography. Codification manuals.

The student will know the essence of phraseology and the groups of phraseologisms that correspond to the reception of the children's recipient (proverbs, sayings, proverbs, etc.) and will know the types of phraseological exercises. The student will be able to understand the importance of teaching phraseology in primary education in terms of educational action, the development of cognition and

creative thinking, and the formation of a cultured reader. The student will be familiar with individual dictionaries, their characteristics, the construction of a dictionary entry and will be able to actively use lexicographical knowledge in working with lexicographical exercises and online resources. The student will consolidate the basic knowledge of the phonological, orthographic and lexical levels of the Slovak language and will acquire the basic knowledge of the didactics of the Slovak language related to the teaching of the above-mentioned linguistic levels in primary education in order to be able to apply them reliably in pedagogical practice. The student will be able to creatively apply the acquired knowledge in the analysis and use of didactic material, as well as in the design of their own language exercises.

**Recommended literature:**

Compulsory/Recommended readings:

Palenčárová, Jana - Kesselová, Jana - Kupcová, Jana. 2004. Learning Slovak communicatively and experientially. Bratislava : SPN, 2004. 221 p. ISBN 80-10-00328-X.

Recommended reading:

Liptáková, Ľudmila (et al.). 2015. Integrated didactics of Slovak language and literature for primary education. Second, revised and supplemented edition. Prešov: University of Prešov Press, 2015. 490 p. ISBN 978-80-555-1252-5.

On the child, language, literature. Ed. M. Klimovič. Prešov : Publishing house of the University of Prešov.

Gianitsová-Ološtiaková, Lucia - Ološtiak, Martin. 2018. Slovak language in a nutshell. Bratislava : Fragment Publishing House, 2018. 112 p. ISBN 9788056605974.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 254

A	ABS	B	C	D	E	FX
32,28	0,0	37,8	16,14	9,06	3,94	0,79

**Lecturers:** Mgr. Mária Halašková, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Lenka Szentesiová, PhD., Mgr. Adela Dúbravová, PhD.

**Last change:** 20.09.2023

**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.KPEP/M-UPVex007/22	<b>Course title:</b> Slovak language in primary 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> 15s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Credits: 4 Scope, type/method of teaching and organizational form: 15 PS lecture + seminar + 12 hours of self-study; a total of 27 hours per semester, by the combined method, mostly in attendance. Student workload: 3 x 5 hours of direct teaching = 15 hours; Self-study = 18 hours, 11 hours of continuous class preparation; 23 hours of preparation for midterm test; 10 hours of preparation for the seminar paper, 43 hours of preparation for the final test. Total 120 hours of student work. Teaching methods: problem-based interpretation of the material, discussion of the topic, solving problems and assignments, practical problem solving, e-learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated during the semester in the form of: - a midterm test (30 points), - seminar paper (20 points). In the exam period, he/she will be evaluated in the form of a final test (50 points). The tests will assess the degree of acquisition of theoretical knowledge and practical skills necessary for teaching the phonetic, orthographic and lexical levels of the Slovak language in primary education. For the final grade A, at least 91 points must be obtained, for grade B 81 points, for grade C 73 points, for grade D at least 66 points and for grade E at least 60 points out of the total number of points. A student who scores less than 25 points on the continuous assessment will not be admitted to the examination. To pass the course, a minimum of 51% of the marks must be obtained. The grade is awarded on a scale:	



A (100 - 91 %, excellent - outstanding results), the student has excellent knowledge, the acquired knowledge can be creatively applied in practice. The student has the ability to creatively and independently solve individual tasks and assignments.

B (90 - 81 %, very good - above average standard), the student has excellent knowledge, can apply the acquired knowledge very well in practice, has the ability to solve individual tasks and assignments independently.

C (80 - 73 %, good - normal reliable work), the student has good knowledge, can apply the acquired knowledge well in practice, solves individual tasks and assignments reliably.

D (72 - 66%, satisfactory - acceptable performance), the student has satisfactory knowledge, can apply it satisfactorily in practice, can solve individual tasks and assignments satisfactorily.

E (65 - 60 %, satisfactory - results meet minimum criteria), the student demonstrates a minimum amount of knowledge, can solve individual tasks and assignments at a minimum level, can apply them in practice to a minimum extent.

Fx (59 - 0 %, insufficient - extra work required), the student does not demonstrate sufficient knowledge, cannot apply it in practice and cannot solve individual tasks and assignments.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will consolidate his/her knowledge of selected phonetic, orthographic and lexical phenomena, which he/she will be able to identify and critically evaluate in didactic materials intended for teaching the Slovak language in primary education. The student will be familiar with the concept of communicative teaching of the Slovak language and will be able to apply it in the analysis of available didactic material as well as in the creation of his/her own exercises focusing on selected issues of phonetics, orthography and lexicology.

The analytical and critical approach to the didactic material encourages the student to develop transferable competences, because especially in the seminar part, critical thinking, thinking in context, developing communicative and digital competences are emphasized, which the student demonstrates by solving specific assignments as well as by constructing his/her own proposals for language exercises.

### **Class syllabus:**

Course outcomes of subject (content):

1. Slovak language as a teaching subject. Communicative teaching of Slovak language.

The student is acquainted with the basic concepts of communicative teaching. The student will learn the methodological procedure of developing and practicing communicative competences. The student understands the division of communicative . competences into receptive and productive ones, understands their importance in the teaching of the Slovak language, is able to identify them in individual language exercises and to design his/her own exercises to develop receptive and productive communicative competences.

2. Didactic material and teaching aids in Slovak language teaching.

The student will get acquainted with didactic material used in teaching Slovak language in primary education, he/she will acquire the ability to work with supporting online resources for teaching Slovak language. The student will actively acquire information from the website of the Ľudovít Štúr Institute of Linguistics (codification manuals, dictionary portal) and will be able to use it to solve practical language tasks.

3. Teaching the sound plane. Slovak vowels and their division. Pronunciation problems of Slovak vowels, consonants and diphthongs.

The student will know the degree of representation of segmental phenomena in the teaching of the sound plane in primary education. The student will be familiar with the principles of derivation of sound segments such as vowels, diphthongs, hard and soft consonants, will be able to identify

problems in the pronunciation of Slovak vowels and will be familiar with the possibilities of practicing written pronunciation.

#### 4. Vowel changes. Rhythmic law and sound assimilation.

The student will get acquainted with the nature of spelling changes, will be able to identify them in concrete examples and explain the causes of their occurrence. The student will be familiar with the period in which individual spelling changes are taught in primary education, will understand the differences in pupils' written output (dictations) before and after the acquisition of the principles of spelling changes.

#### 5. Suprasegmental phenomena. Temporal, force and tonal modulation of speech.

The student will acquire the correct use of suprasegmental phenomena, which he/she will apply in practicing suprasegmental phenomena in the teaching of Slovak language. The student will be able to distinguish between the application of the principles of correct pronunciation in prepared and unprepared speeches and will know the nature of the occurrence of individual errors, as well as the correct method of pedagogical intervention.

#### 6. Teaching spelling.

The student will be able to identify spelling as one of the basic prerequisites for the correct creation and comprehension of a text, will be familiar with spelling principles, as well as the process of acquiring spelling knowledge, skills and habits. The student will be able to identify factors that make spelling acquisition difficult and easy.

#### 7. Types of spelling exercises. Dictations. Selected words.

The student will know the process of automating the activity of solving spelling exercises, will be able to identify the difference between spelling knowledge, spelling skill and spelling habit. The student will be able to use different types of spelling exercises and dictations and will acquire the ability to correct, analyze, and evaluate them. The student will know the prerequisites and factors for the acquisition of selected words and will be able to apply them in practice.

#### 8. Teaching lexicology. Vocabulary and word meaning.

The student will know the difference between the active and passive vocabulary of the child, will know the ways of explaining the meaning and the importance of its appropriate use in the teaching of the Slovak language at the first grade. The student will know the principles of vocabulary differentiation based on different parameters. The student will be able to identify the specifics of lexicology teaching in each year of primary education and will be aware of the formative aspect that lexicology teaching offers through the development of children's cognition and critical thinking.

#### 9. Paradigmatic and syntagmatic relations in vocabulary. Synonymy, antonymy, homonymy, polysemy, hyperonymy, hyponymy and cohyponymy.

The student will know the essence of paradigmatic and syntagmatic relations in the vocabulary, will be able to apply them correctly and creatively in his/her own speech, actively using the relevant dictionaries and the dictionary portal of the Ľudovít Štúr Institute of Linguistics. The student will be familiar with the types of lexical exercises, will be able to use them and create them independently.

#### 10. Enriching vocabulary. Formation, modification and acquisition of words.

The student will know the laws of word formation and word acquisition and the degree of their representation in the teaching of the Slovak language in primary education. The student will be able to identify the communicative-cognitive aspect in the teaching of word formation. The student will be familiar with exercises on the formation of words by prefixes, will be able to use them creatively and actively form them.

#### 11. Phraseological lexis. Lexicography. Codification manuals.

The student will know the essence of phraseology and the groups of phraseologisms that correspond to the reception of the children's recipient (proverbs, sayings, proverbs, etc.) and will know the types of phraseological exercises. The student will be able to understand the importance of teaching phraseology in primary education in terms of educational action, the development of cognition and

creative thinking, and the formation of a cultured reader. The student will be familiar with individual dictionaries, their characteristics, the construction of a dictionary entry and will be able to actively use lexicographical knowledge in working with lexicographical exercises and online resources. The student will consolidate the basic knowledge of the phonological, orthographic and lexical levels of the Slovak language and will acquire the basic knowledge of the didactics of the Slovak language related to the teaching of the above-mentioned linguistic levels in primary education in order to be able to apply them reliably in pedagogical practice. The student will be able to creatively apply the acquired knowledge in the analysis and use of didactic material, as well as in the design of their own language exercises.

**Recommended literature:**

Compulsory/Recommended readings:

Palenčárová, Jana - Kesselová, Jana - Kupcová, Jana. 2004. Learning Slovak communicatively and experientially. Bratislava : SPN, 2004. 221 p. ISBN 80-10-00328-X.

Recommended reading:

Liptáková, Ľudmila (et al.). 2015. Integrated didactics of Slovak language and literature for primary education. Second, revised and supplemented edition. Prešov: University of Prešov Press, 2015. 490 p. ISBN 978-80-555-1252-5.

On the child, language, literature. Ed. M. Klimovič. Prešov : Publishing house of the University of Prešov.

Gianitsová-Ološtiaková, Lucia - Ološtiak, Martin. 2018. Slovak language in a nutshell. Bratislava : Fragment Publishing House, 2018. 112 p. ISBN 9788056605974.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 254

A	ABS	B	C	D	E	FX
32,28	0,0	37,8	16,14	9,06	3,94	0,79

**Lecturers:** Mgr. Mária Halašková, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Lenka Szentesiová, PhD., Mgr. Adela Dúbravová, PhD.

**Last change:** 20.09.2023

**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.KPEP/M-UPVex108/22	<b>Course title:</b> Slovak language in primary 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> 10s <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: Scope, type/method of teaching and organizational form: 10 PS (lecture + seminar) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct teaching = 10 hours; Self-study = 12 hours, 5 hours of continuous class preparation; 20 hours of preparation for the midterm test; 9 hours of preparation for the seminar paper; 34 hours of preparation for the final test. Total of 90 hours of student work. Teaching methods: Problem-based interpretation of the material, discussion of the topic, problem solving, practical problem solving, e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KPEP/M-UPVex007/22 - Slovak language in primary education I	
<b>Recommended prerequisites:</b> Slovak language in Primary Education I	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated during the semester in the form of: - a midterm test (30 points); - seminar paper (20 points). In the exam period, he/she will be evaluated by a final test (50 points). The tests will assess the degree of acquisition of theoretical knowledge and practical skills necessary for teaching the Slovak language. To obtain the final grade A, you must obtain at least 91 points; to obtain grade B, 81 points; to obtain grade C, 73 points; to obtain grade D, at least 66 points; and to obtain grade E, at least 60 points out of the total number of points. A student who obtains less than 25 points in the continuous	

assessment will not be admitted to the examination. To pass the course, a minimum of 51% of the marks must be obtained.

The grade is awarded on a scale:

A (100 - 91 %, excellent - outstanding results), the student has excellent knowledge, the acquired knowledge can be creatively applied in practice. The student has the ability to creatively and independently solve individual tasks and assignments.

B (90 - 81 %, very good - above average standard), the student has excellent knowledge, can apply the acquired knowledge very well in practice, has the ability to solve individual tasks and assignments independently.

C (80 - 73 %, good - normal reliable work), the student has good knowledge, can apply the acquired knowledge well in practice, solves individual tasks and assignments reliably.

D (72 - 66%, satisfactory - acceptable performance), the student has satisfactory knowledge, can apply it satisfactorily in practice, can solve individual tasks and assignments satisfactorily.

E (65 - 60 %, satisfactory - results meet minimum criteria), the student demonstrates a minimum amount of knowledge, can solve individual tasks and assignments at a minimum level, can apply them in practice to a minimum extent.

Fx (59 - 0 %, insufficient - extra work required), the student does not demonstrate sufficient knowledge, cannot apply it in practice and cannot solve individual tasks and assignments.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will consolidate the knowledge of selected morphological, syntactic and stylistic phenomena and acquire the competence to teach these linguistic phenomena in primary education. The student will be able to identify and critically evaluate these linguistic phenomena in didactic materials intended for teaching the Slovak language in primary education. The student will be familiar with the concept of communicative teaching of the Slovak language and will be able to apply it in the analysis of available didactic material as well as in the creation of his/her own exercises focusing on selected issues of morphology, syntax and stylistics.

The analytical and critical approach to the didactic material encourages the student to develop transferable competences, because especially in the seminar part, critical thinking, thinking in context, developing communicative and digital competences are emphasized, which the student demonstrates by solving specific assignments as well as by constructing his/her own proposals for language exercises.

### **Class syllabus:**

Course outcomes of subject (content):

1. Teaching morphology. Verbs.

The student will be able to identify the cognitive and communicative goal in the teaching of morphology in primary education, will know the content of the morphology curriculum in primary education and will be able to define the specifics in the teaching of morphology in each grade of primary education. The student will understand the central place of verbs in the utterance and the didactic reasoning about verbs in the classroom. The student will know the grammatical categories of verbs taught in primary education. The student will be able to infer the verb person, number and tense of a verb and apply the theoretical knowledge in solving and designing concrete exercises.

2. Nouns.

The student will be familiar with the specifics of teaching nouns in the different grades of primary education. He/she will acquire knowledge about the derivation of gender and generic nouns, general and proper nouns and about the specifics in the perception of nouns, which result from the cognitive assumptions of the child of younger school age. The student will know and be able to apply the exercises to the grammatical categories of nouns and evaluate them correctly.

### 3. Adjectives.

The student will know the specifics of teaching adjectives in each grade of primary education. He/she will acquire knowledge about the expansion of children's adjectival lexis and about synonymous variations of multi-sense adjectives. The student will know and be able to apply exercises on the grammatical categories of adjectives and evaluate them correctly.

### 4. Adverbs.

The student will know the basic characteristics of adverbs and their classification. The student will understand the cognitive and communicative aspects of teaching adverbs in primary education and will be able to apply both cognitive and communicative exercises with adverbs.

### 5. Pronouns. Adverbs. Prepositions. Conjunctions.

The student will know the basic characteristics of pronouns, numerals, prepositions and conjunctions and the extent of their application in the teaching of the Slovak language in primary education. The student will become familiar with the ways of their derivation and with the types of exercises on individual word types, as well as with the way of their evaluation.

### 6. Teaching syntax. Semantic syntax in Slovak language teaching.

The student is familiarized with the orientation to semantic syntax in the teaching of Slovak language in primary education. He/she will understand the concepts of predicator, valence, constitutive components and will be able to apply them in his/her own production of a coherent, comprehensible and appropriate to the communicative situation speech expression, which he/she will take into account in the analysis of individual language exercises focused on the syntactic level.

### 7. Undeveloped sentences. Developed sentences. Sentences according to communicative intention. Verbal sequence.

The student will have acquired and verified in practical exercises the knowledge of undeveloped sentences, developed sentences and sentences according to communicative intention. The student will consolidate his/her knowledge of word order in sentences, which he/she will be able to apply in exercises aimed at the correct word order in sentences.

### 8. Teaching stylistics. Communication-style education. Methods and forms of work.

The student will understand the concept of communication and style, will know the meaning of communication-style education as an integrating element of the individual components of the subject Slovak language, which promotes functional literacy. He/she will be able to define the essence of reception and production of communicative texts, define the aim and content of communication-style education in each grade of primary education. The student will be familiar with and be able to practically apply exercises aimed at practising communication.

### 9. Phases of composition activity.

The student will be able to define and practically apply the phases of compositional activity. The student will know and be able to apply practically the preparatory phase, invention and selection, will be able to create an outline, composition and stylization, concept and apply control of expression.

### 10. The style of oral and written language expressions.

The student will understand the differences in oral and written communicatives and will be familiar with methods for developing oral and written communicatives (oral dialogic exercises, oral monologic exercises, preparatory and self-exercises for developing oral communicatives). The student will know and be able to apply motivational activities, conceptualization, editing, and revising that lead to the construction of a written speech. The student will be familiar with the conditions of evaluation and classification of spoken and written communications and will be able to apply them in practice.

### 11. The use of essay procedures and formations.

The student will be able to define a style procedure and a style unit and will be familiar with their application in the teaching of Slovak language in primary education. The student will become

familiar with the characteristics of narrative, informative and descriptive essay procedures and with didactic procedures that develop the ability to form individual oral and written communications. The student will consolidate the basic knowledge of the morphological, syntactic and stylistic levels of the Slovak language and acquire the basic knowledge of the didactics of the Slovak language related to the teaching of the above-mentioned linguistic levels in primary education at least within the scope of the educational standards of the linguistic and stylistic component of the subject Slovak language in order to be able to apply them reliably in pedagogical practice. The student will be able to creatively apply the acquired knowledge in the analysis and use of didactic material, as well as in the design of their own language exercises.

**Recommended literature:**

Compulsory/Recommended readings:

Required reading:

Palenčárová, Jana - Kesselová, Jana - Kupcová, Jana. 2004. Learning Slovak communicatively and experientially. Bratislava : SPN, 2004. 221 p. ISBN 80-10-00328-X.

Recommended reading:

Liptáková, Ľudmila (et al.). 2015. Integrated didactics of Slovak language and literature for primary education. Second, revised and supplemented edition. Prešov: University of Prešov Press, 2015. 490 p. ISBN 978-80-555-1252-5.

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Gianitsová-Ološtiaková, Lucia - Ološtiak, Martin. 2018. Slovak language in a nutshell. Bratislava : Fragment Publishing House, 2018. 112 p. ISBN 9788056605974.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 116

A	ABS	B	C	D	E	FX
25,86	0,0	28,45	26,72	13,79	5,17	0,0

**Lecturers:** doc. Mgr. Jaroslav Šrank, PhD., Mária Halašková, Mgr. Lenka Szentesiová, PhD., Mgr. Adela Dúbravová, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex108/22	<b>Course title:</b> Slovak language in primary 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> 10s <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: Scope, type/method of teaching and organizational form: 10 PS (lecture + seminar) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct teaching = 10 hours; Self-study = 12 hours, 5 hours of continuous class preparation; 20 hours of preparation for the midterm test; 9 hours of preparation for the seminar paper; 34 hours of preparation for the final test. Total of 90 hours of student work. Teaching methods: Problem-based interpretation of the material, discussion of the topic, problem solving, practical problem solving, e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> PdF.KPEP/M-UPVex007/22 - Slovak language in primary education I	
<b>Recommended prerequisites:</b> Slovak language in Primary Education I	
<b>Course requirements:</b> Course completion requirements: The student will be evaluated during the semester in the form of: - a midterm test (30 points); - seminar paper (20 points). In the exam period, he/she will be evaluated by a final test (50 points). The tests will assess the degree of acquisition of theoretical knowledge and practical skills necessary for teaching the Slovak language. To obtain the final grade A, you must obtain at least 91 points; to obtain grade B, 81 points; to obtain grade C, 73 points; to obtain grade D, at least 66 points; and to obtain grade E, at least 60 points out of the total number of points. A student who obtains less than 25 points in the continuous	



assessment will not be admitted to the examination. To pass the course, a minimum of 51% of the marks must be obtained.

The grade is awarded on a scale:

A (100 - 91 %, excellent - outstanding results), the student has excellent knowledge, the acquired knowledge can be creatively applied in practice. The student has the ability to creatively and independently solve individual tasks and assignments.

B (90 - 81 %, very good - above average standard), the student has excellent knowledge, can apply the acquired knowledge very well in practice, has the ability to solve individual tasks and assignments independently.

C (80 - 73 %, good - normal reliable work), the student has good knowledge, can apply the acquired knowledge well in practice, solves individual tasks and assignments reliably.

D (72 - 66%, satisfactory - acceptable performance), the student has satisfactory knowledge, can apply it satisfactorily in practice, can solve individual tasks and assignments satisfactorily.

E (65 - 60 %, satisfactory - results meet minimum criteria), the student demonstrates a minimum amount of knowledge, can solve individual tasks and assignments at a minimum level, can apply them in practice to a minimum extent.

Fx (59 - 0 %, insufficient - extra work required), the student does not demonstrate sufficient knowledge, cannot apply it in practice and cannot solve individual tasks and assignments.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will consolidate the knowledge of selected morphological, syntactic and stylistic phenomena and acquire the competence to teach these linguistic phenomena in primary education. The student will be able to identify and critically evaluate these linguistic phenomena in didactic materials intended for teaching the Slovak language in primary education. The student will be familiar with the concept of communicative teaching of the Slovak language and will be able to apply it in the analysis of available didactic material as well as in the creation of his/her own exercises focusing on selected issues of morphology, syntax and stylistics.

The analytical and critical approach to the didactic material encourages the student to develop transferable competences, because especially in the seminar part, critical thinking, thinking in context, developing communicative and digital competences are emphasized, which the student demonstrates by solving specific assignments as well as by constructing his/her own proposals for language exercises.

### **Class syllabus:**

Course outcomes of subject (content):

1. Teaching morphology. Verbs.

The student will be able to identify the cognitive and communicative goal in the teaching of morphology in primary education, will know the content of the morphology curriculum in primary education and will be able to define the specifics in the teaching of morphology in each grade of primary education. The student will understand the central place of verbs in the utterance and the didactic reasoning about verbs in the classroom. The student will know the grammatical categories of verbs taught in primary education. The student will be able to infer the verb person, number and tense of a verb and apply the theoretical knowledge in solving and designing concrete exercises.

2. Nouns.

The student will be familiar with the specifics of teaching nouns in the different grades of primary education. He/she will acquire knowledge about the derivation of gender and generic nouns, general and proper nouns and about the specifics in the perception of nouns, which result from the cognitive assumptions of the child of younger school age. The student will know and be able to apply the exercises to the grammatical categories of nouns and evaluate them correctly.

### 3. Adjectives.

The student will know the specifics of teaching adjectives in each grade of primary education. He/she will acquire knowledge about the expansion of children's adjectival lexis and about synonymous variations of multi-sense adjectives. The student will know and be able to apply exercises on the grammatical categories of adjectives and evaluate them correctly.

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The student will know the basic characteristics of adverbs and their classification. The student will understand the cognitive and communicative aspects of teaching adverbs in primary education and will be able to apply both cognitive and communicative exercises with adverbs.

### 5. Pronouns. Adverbs. Prepositions. Conjunctions.

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### 6. Teaching syntax. Semantic syntax in Slovak language teaching.

The student is familiarized with the orientation to semantic syntax in the teaching of Slovak language in primary education. He/she will understand the concepts of predicator, valence, constitutive components and will be able to apply them in his/her own production of a coherent, comprehensible and appropriate to the communicative situation speech expression, which he/she will take into account in the analysis of individual language exercises focused on the syntactic level.

### 7. Undeveloped sentences. Developed sentences. Sentences according to communicative intention. Verbal sequence.

The student will have acquired and verified in practical exercises the knowledge of undeveloped sentences, developed sentences and sentences according to communicative intention. The student will consolidate his/her knowledge of word order in sentences, which he/she will be able to apply in exercises aimed at the correct word order in sentences.

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### 9. Phases of composition activity.

The student will be able to define and practically apply the phases of compositional activity. The student will know and be able to apply practically the preparatory phase, invention and selection, will be able to create an outline, composition and stylization, concept and apply control of expression.

### 10. The style of oral and written language expressions.

The student will understand the differences in oral and written communicatives and will be familiar with methods for developing oral and written communicatives (oral dialogic exercises, oral monologic exercises, preparatory and self-exercises for developing oral communicatives). The student will know and be able to apply motivational activities, conceptualization, editing, and revising that lead to the construction of a written speech. The student will be familiar with the conditions of evaluation and classification of spoken and written communications and will be able to apply them in practice.

### 11. The use of essay procedures and formations.

The student will be able to define a style procedure and a style unit and will be familiar with their application in the teaching of Slovak language in primary education. The student will become

familiar with the characteristics of narrative, informative and descriptive essay procedures and with didactic procedures that develop the ability to form individual oral and written communications. The student will consolidate the basic knowledge of the morphological, syntactic and stylistic levels of the Slovak language and acquire the basic knowledge of the didactics of the Slovak language related to the teaching of the above-mentioned linguistic levels in primary education at least within the scope of the educational standards of the linguistic and stylistic component of the subject Slovak language in order to be able to apply them reliably in pedagogical practice. The student will be able to creatively apply the acquired knowledge in the analysis and use of didactic material, as well as in the design of their own language exercises.

**Recommended literature:**

Compulsory/Recommended readings:

Required reading:

Palenčárová, Jana - Kesselová, Jana - Kupcová, Jana. 2004. Learning Slovak communicatively and experientially. Bratislava : SPN, 2004. 221 p. ISBN 80-10-00328-X.

Recommended reading:

Liptáková, Ľudmila (et al.). 2015. Integrated didactics of Slovak language and literature for primary education. Second, revised and supplemented edition. Prešov: University of Prešov Press, 2015. 490 p. ISBN 978-80-555-1252-5.

On the child, language, literature. Ed. M. Klimovič. Prešov : Publishing house of the University of Prešov.

Gianitsová-Ološtiaková, Lucia - Ološtiak, Martin. 2018. Slovak language in a nutshell. Bratislava : Fragment Publishing House, 2018. 112 p. ISBN 9788056605974.

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 116

A	ABS	B	C	D	E	FX
25,86	0,0	28,45	26,72	13,79	5,17	0,0

**Lecturers:** Mgr. Adela Dúbravová, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex241/22	<b>Course title:</b> Social and cultural differentiations
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope: 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Organizational form: combined (primarily full-time) Student workload: 10 hours = 10 hours of direct teaching per semester, 12 hours self-study, Preparation of an continuous assignment (prepare and present a critical analysis) 20 hours, preparation of the final assignment (to prepare a proposal for educational activities) 18 hours. A total of 60 hours of student work per semester. Teaching methods: Communication methods (discussion of the topic, guided discussion, interview, interpretation, exchange of views), cooperative methods (small group work), methods of working with the text (work with literature, shared reading, paired reading, written problem solving, brainstorming, brainwritening, dramatization of the text, associative evocation of learning, concept maps, linking teaching to practice, problem solving, application of theoretical knowledge to practical examples, simulation of practice, role-playing, presentation, critical thinking (critical argumentation, critical debating, critical writing, critical structuring of knowledge).	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Active participation in the class is required to pass the course. The course consists of an continuous and a final assessment. The continuous assessment includes an assignment that the student completes during the semester. The content of the continuous assignment is to prepare and present a critical analysis (60 points). The student is required to independently prepare and present a critical analysis of a selected alternative culture, ethnic group or religion. The final assessment is to prepare a proposal for an educational activities applicable in pre-primary or primary education (maximum 40 points). Successful completion of the course is conditional on the completion of the continuous and final assessment tasks. Successful completion of the course is subject to obtaining a minimum	

of 60 points out of the maximum possible marks for the course. A grade of A requires at least 91 points, a grade of B requires at least 81 points, a grade of C requires at least 73 points, a grade of D requires at least 66 points and a grade of E requires at least 60 points.

The rating is awarded on a scale:

A (100-91%, excellent - outstanding)

The student knows/manages/applies/analyzes/critically evaluates/creates.

Student receives stimuli, responds, appreciates values, and integrates values.

B (90-81%, very good - above average standard)

Student knows/manages/applies/analyzes, but critical thinking and creativity is borderline.

Student receives stimuli, responds, and appreciates values, but integration of values is borderline.

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

Student knows/manages/learned but cannot apply to practice.

Student takes cues, responds, and appreciates values.

D (72-66%, satisfactory - acceptable performance)

Student knows/learned to describe, interpret, explain in own words

Student receives stimuli and responds.

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

Student knows/learned to the minimum required level

Student accepts stimuli.

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

Student must retake the course in the next semester.

Learning outcomes/ Objectives and learning outcomes:

Specification of course completion conditions:

1. Critical analysis of a selected alternative culture, ethnic group, or religion (60 credits)

2. Design of educational activities (40 points)

1. Critical analysis of a selected alternative culture, ethnic group and religion (60 points)

The student selects one alternative culture (subculture) of interest (e.g., hippies, punk, anarchism, skinhead, etc.) or ethnic group (e.g., Gypsies, Jews, Ruthenians, Amish, etc.) or religion (e.g., Buddhism, Hinduism, Islam, Judaism, etc.) and prepares and presents a critical analysis of the selected group. In the critical analysis, the student must describe the selected group, explain the basic concepts, customs, and traditions of the group, describe the group's way of life, describe the group's field of operation, describe the problems the group faces, describe the group's impact on the majority society, highlight the group's strengths (what the majority society could learn from the selected group), and name the controversial characteristics of the group. The student must cite at least five sources of literature from which he/she has drawn. The critical analysis must be written and presented through a presentation (PowerPoint or other media tool). The student will upload the presentation via MS Teams, to the course notebook, in the tab titled Critical Analysis (or to Moodle PdF. UK in the form of assignments).

2. Proposal for educational activities (40 points)

The student will propose three educational activities applicable to pre-primary or primary education. The content of the first activity is an introduction to the selected subculture. The content of the second activity is an introduction to the selected ethnic group. The content of the third activity is an explanation of the selected religion.

For each activity, the student must indicate: the title of the activity, the key concepts of the activity, the age of the pupils/children for whom the activity is intended, the educational objectives (the educational objectives must respect the taxonomy of objectives), the educational methods, the teaching aids and resources, a description of the methodological procedure and the literature used. The student submits the presentation via MS Teams, to the notebook for teaching subjects, to the tab called proposal of educational activities (or to Moodle PdF. UK in the form of assignments).

**Learning outcomes:**

Learning outcomes: The course leads students to understand the basic principles of the existence of various fringe and alternative cultures. Through the course, the student is introduced to different religions and oriented in the contexts of socio-cultural differentiation. Through the course, the student develops the ability to recognize different minority cultures and the ability to critically analyze the relationship between majority and minority cultures. The student develops intercultural knowledge, cultural tolerance, and understanding of the "otherness" of non-dominant cultural or religious consciousness and action. Through the preparation of assignments, the student develops skills in planning and designing educational activities oriented towards the development of tolerance in society.

**Class syllabus:**

Brief outline of the course:

In the course, the student will be introduced to the following topics:

1. Schedule of classes, important information and method of completion.
  2. Introduction. Definition of basic terms: culture, ethnic group, race, nation, religion, assimilation.
  3. Culture, acculturation, cultural pluralism, cultural pattern.
  4. Different cultural layers in society: dominant (institutional), traditional (conservative), marginal (e.g. criminal).
  5. Alternative cultures as lifestyles. The meaning of alternative cultures and ways of expressing alternative cultures. Characteristics of the most actual alternative cultures.
  6. Race, ethnic groups, xenophobia, racism, discrimination.
  7. Different religious systems (origin, history, development)
  8. Monotheistic, polytheistic and non-theistic religions
  9. Cults and their peculiarities (occult wave, spiritualism, esoterism, parapsychology, "miracle healers"). Possibilities of influencing (endangering) children and youth.
  10. Development of critical thinking, strategies for developing critical thinking (critical arguing, critical debating, critical writing and critical structuring of knowledge)
- Conclusion/Evaluation.

**Recommended literature:**

Compulsory/Recommended readings:

DALY, S., WICE, N. 1999. Encyklopedie kulturních trendů devadesátých let. Brno: Books, 1999. ISBN 80-7240-65-8.

KEENE, M. 2003. Svetové náboženství. Bratislava: Ikar, 2003. ISBN 8071184802.

MISTRÍK, E., HAAPANEN, S., HEIKKINEN, H., JAZUDEK, R., ONDRUŠKOVÁ, N., RÄSÄNEN, R. 1999. Kultúra a multikultúrna výchova. Bratislava: Iris, 1999. ISBN 80-88778-81-6.

SLUŠNÁ, Z. 2012. Aspekty a trendy súčasnej kultúry. Bratislava: Národné osvetové centrum, 2012. ISBN 978-80-7121-341-3.

**Languages necessary to complete the course:**

Slovak and Czech language

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

Total number of evaluated students: 1

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

<b>Lecturers:</b>
<b>Last change:</b> 24.09.2023
<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.KPEP/M-UPVex009/22	<b>Course title:</b> Social studies in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 S Seminar + lecture/week + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct instruction = 10 hours; 12 hours self-study, 15 hours preparing the student for the first midterm assignment; 30 hours preparing the student for the second midterm assignment; 20 hours preparing the student for the third midterm assignment; 32 hours preparing the student for the final oral examination. A total of 120 hours of student work. Teaching methods: The lecture is designed to cover all the topics of the educational area of the Human and Society curriculum, to which these two subjects belong. During the lecture, depending on the topic, the teacher uses a variety of teaching aids and teaching aids (up-to-date textbooks, encyclopaedias with a homeland science focus, cartographic material, but also three-dimensional aids: material objects, models, textiles and examples of handicraft products). This also implements the didactic principle of illustration, which should be maintained by the student during his/her teaching practice. The lecture is organically followed by a discussion between the students and the teacher, as well as a discussion between the students in groups on the topics covered) and especially on controversial and "problematic" areas and issues that may arise in the teaching. We put the problematic assignments in the context of the cross-cutting subjects that have the strongest intersection with social studies (Multicultural Education and Environmental Education) in particular. A frequently used method, especially in the first part of the course, is a critical analysis of the curricular documents of the respective subjects. The aim is to make students able to carry out educational activities in accordance with the current school legislation, but at the same time to form an autonomous and critical opinion on the legislation. In solving the problem areas we use heuristic methods (DITOR, brainstorming, brainwriting), with the help of which students acquire and use transferable skills (their ability to think creatively out of the box is strengthened, but also their ability to cooperate in a group/team, which they then apply in their pedagogical practice). Map work is not only an organic part of the didactics of social realities, but also develops students' orientation skills, consolidates their knowledge of the physical geography of space, environment and landscape, and has a link with the educational area of Mathematics and Information Work. Often used will also be the independent work of the student on the assigned tasks, which are part of the final assessment and have, in addition to the cognitive and didactic overlap, when properly processed, the student can also use them as a tool in their didactic practice.	



As a complementary but important method, we also use the work with ICT, especially for the mediation and targeted search of relevant resources that can be used in the didactics of social studies. Students are largely dependent on independent work when working with ICT, thus developing and consolidating their digital skills and digital literacy in general.

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** II.

**Prerequisites:**

**Course requirements:**

Course completion requirements: The student will submit three assignments during the semester with a maximum of 20 points for each assignment. The student will also take a final oral examination with a maximum of 40 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.

The grade is awarded on a scale:

A (100-91%, excellent - outstanding),

B (90-81%, very good - above average standard),

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

D (72-66%, satisfactory - acceptable results),

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

Fx (59-0%, inadequate - additional work required)

A-Excellent performance, the student knows/possesses knowledge of the social studies content area and can apply it at the cognitive, socio-affective, and psychomotor levels. He/she is able to use correctly and adequately all didactic means used in the didactics of self-study; B-excellent performance, the student has mastered the knowledge of the didactics of social studies, the application skills show only minor deficiencies. C-good performance, the student masters the knowledge at the theoretical level, however, he/she applies it in practice insufficiently, the work with the map and teaching texts shows more serious deficiencies; D- the student masters the theoretical knowledge at an insufficient level, he/she is unable to correctly set the didactic objectives in the preparation of the lesson, serious deficiencies in the understanding of the basic concepts are also present; E- the student's work meets the minimum criteria, he/she has insufficient knowledge and cannot apply it didactically or creatively, the understanding of basic concepts is at a minimum level; Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for him/her to repeat the course.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

By completing the course, the student will gain basic knowledge of the social realities that form the basic social environment of human existence (city, countryside, nature, physical and urban geography, the cycle of seasons, annual festivals and traditions). Furthermore, the student will gain knowledge of the basic cultural and social realities of Slovakia as a whole, as well as its individual regions, within the framework of physical geography and folk, traditional culture and folklore. Acquire basic knowledge of the didactic application of the subject of primary and secondary education (content, forms, methods, organisational means). The student will be able to plan and organise specific forms of teaching related to the nature of the subject (walks, trips, excursions). He/she will acquire the complex of organisational and communication skills and competences necessary for the implementation of the subject and inter-subject relations. As part of

the development and consolidation of digital competences and skills, they will learn to work with Internet resources, useful in teaching primary and secondary education.

Stages of student assessment:

The student will be evaluated for work and activity in the seminars (activity will be evaluated with bonus points). He/she will also be evaluated on the basis of three mid-term assignments and a final written test. All the intermediate assignments refer to the student's competence to independently create and use didactic aids and are closely related to the course curriculum.

The first intermediate assignment will consist in drawing up a family tree of the student's own family in such a way that it reflects the family relationships and designations as characterised by the curriculum of the 3rd year of the science curriculum. The interim assignment will be evaluated on the basis of both accuracy and appropriateness of the overall treatment. Great emphasis will also be placed on the illustrative aspect of the workmanship.

The second intermediate task is based on the creation of a cartographic aid (map) of a given part of the territory of Slovakia. We have chosen it because working with cartographic material is a key competence necessary in the teaching of domestic science. The teacher will evaluate the terminological as well as cartographic accuracy of the representation, the knowledge of the map legend in marking individual points on the map, and last but not least the illustrative and cognitive appropriateness to the pupils of the given age.

The third intermediate task consists in drawing up a set of worksheets aimed at learning about a particular region of Slovakia. The student chooses the region from which he or she comes or which is close to him or her, and in the worksheets he or she covers mainly the topic of folklore, customs and national traditions. This task is closely related to one of the key competences of a primary education graduate, namely learning about national and cultural traditions.

The final knowledge test focuses on a general overview of the topics covered throughout the semester (thematic concepts, didactics of primary and secondary education, teaching methods, organisational forms, thematic units included in curriculum documents, physical and settlement geography as part of didactics of secondary education, orientation in time and space, historical curriculum of secondary education, regional culture).

### **Class syllabus:**

Course outcomes of subject (content):

1. Clarification of the thematic concepts and the relationships between them: social studies/social cognition/social science education/cultural literacy - content, functions, competences, dilemmas, cognition, education, education, learning, didactics.

The first chapter of the course explains the basic concepts of the subject and their interrelationships. The relationship of cultural literacy to social studies and its didactics. It characterizes the concept of realia, their social, national and personal subjective value. Emphasizes the educational and upbringing function of social studies. It explains the relationship of cultural literacy, primary and secondary education to citizenship, patriotism and ethical values. By focusing on this subject, we also refer to the necessary competence of the student, which is the knowledge of cultural literacy and its adequate implementation in education.

2. The origin and nature of knowledge of social realities, the curriculum and its possible understanding.

The second topic of the course is devoted to the understanding of the subject curriculum of elementary and secondary science and their delimitation on the borderline between the subject of scientific research and the didactic application of knowledge from different scientific disciplines. Both primary and secondary education are defined within the subject as part of social science education, although primary education in particular is also close to science education. This definition is then further elaborated, referring to the knowledge of the theoretical foundations of

institutional education as one of the basic knowledge acquired by the graduate of the Teacher Education for Primary Education programme.

3. Analysis of the content and objectives of social science education in the subjects of primary science and primary education at the first level of primary school on the basis of valid documents (educational standards for primary science and primary education, curriculum development within the framework of the School Curriculum).

The subject chapter is devoted to the analysis of the legislative documents of the subjects of elementary science and home science, in particular the analysis of the content and performance standards of the curriculum. A critical look at these documents, the relevance of their thematic content, their manageability for pupils of given grades, as well as their interconnectedness with their practical and empirical experience, forms the basis for thinking about didactic approaches to both these subjects. At the same time, this part of the subject also makes use of the comprehensive knowledge of the content of the educational area of Man and Society, which is one of the knowledge pillars of the graduate of the Teaching for Primary Education programme.

4. Primary education and its didactic and content specifics in comparison with the didactics of home science

The given chapter is devoted to the specifics of didactics of primary education in comparison with home science, as well as to the comparison of their educational content. The basis of the comparison is, first of all, the more significant involvement of the curriculum with the themes of living and non-living nature in the curriculum of elementary education compared to home science, where geography is more significantly involved in the knowledge of nature as a whole. Furthermore, it is specific primary school curriculum that is not found in or linked to the primary school science (e.g. senses). The analysis and comparison of both subjects is important in order to become fully competent to assess the didactic materials belonging to both subjects, but also to diagnose and evaluate the level of knowledge, competences and skills of pupils in both subjects.

5. Analysis of the teaching materials of the subjects of Primary and Secondary Science and of the thematic units of teaching materials

The chapter is devoted to the analysis of the basic teaching materials of both subjects (textbooks, workbooks, introduces the concept of a working textbook, a textbook based on a discovery approach). It is devoted to an analysis of the thematic units, the main and supplementary text, as well as the apparatus for independent learning (questions and exercises). We analyse with students their difficulty and appropriateness, as well as the errors and allogisms that occur in them, so that they are prepared for them in their teaching practice and can find alternative solutions/explanations.

6. Analysis of the teaching methods used in the subject of elementary and home science and their direct connection with the teaching materials - demonstration of the problem areas in the textbook  
This part of the course is devoted to the characteristics, analysis and application of teaching methods that can be used in teaching the didactics of elementary science and home science in direct connection with the textbook or methodological manual. Verbal, demonstrative, constructive, and heuristic methods are explained, as well as the principle of discovery and experiential teaching of elementary science, consisting in a discovery approach in which the teacher acts "only" as a facilitator. The student is able to select appropriate teaching forms in accordance with the teaching objectives and the activity of the pupils.

Geographical component of self-study - conceptual apparatus and orientation in space: scientific background

Orientation in space, geographical concepts and texts - language of geography, basics of cartography).

7. The chapter is devoted to basic concepts related to orientation in space, physical geography and cartography. It explains the basic ways of learning cardinal points, orientation by shadow and the position of the sun, as well as the basic geographical concepts - map, atlas, locality, position and

elevation maps, and the types of maps that can be encountered. The approach to map reading and the basic map-related skills required of pupils in Years 3 and 4 (locating a point on a map, determining distance, scaling a map, reading a map) are also explained. In this way, the student's orientation skills and competences are developed.

8. Orientation in time and space, learning about socio-cultural space with simultaneous acquisition of orientation in it.

As orientation in space has its socio-cultural aspects, the following is a description of the basic units which are the basic elements of settlement geography: the city, the countryside, their basic characteristics and differentiations, possible other types of settlements (housing estates, suburbs, lakes, solitudes), as well as the landmarks in the city and countryside which have the character of institutions and which the pupil can orient himself according to (post office, health centre, municipal office, etc.). The theme of the seasons plays an important role in orientation in time, and it is particularly prominent in the curriculum for Year 3. This theme is also expanded by the knowledge of annual festivals and the traditions associated with them, thus developing the student's social competences.

9. The historical curriculum of the national history: conceptual apparatus and stimulation of the ability of orientation in time.

The historical curriculum makes up one third of the 4th grade history curriculum and therefore needs special attention. Using the basic conceptual apparatus (time line, past, history, our ancestors and descendants, basic orientation in time on the axis: past-present-future), it prepares pupils for the specific historical periods they will learn about and their representatives. In addition to the timeline, students also work with a large amount of illustrative material, or material artefacts, which bring the distant past closer to students more effectively than textual material. The student is able to search for broader and more complex information beyond the prescribed learning materials.

10. Teaching of history-oriented domestic science - personalities and historical milestones of the history of Slovakia, their didactic application in the domestic science textbook.

The Second World War and the Slovak National Uprising, the independent Slovak Republic and its position in Europe). All of these topics can be particularly abstract for pupils, so the seminar analyses mainly pictorial material presenting individual personalities and events, and also provides a basic overview of institutions that can be the target of an excursion with a historical focus. Emphasis is also placed on fictionalized texts with historical content (stories), which have the potential to make the topic more interesting for pupils. All the contents and skills presented in this section refer to one of the basic knowledge of the graduate, namely to master the contents of the educational field of Man and Society.

11. Regional culture as a part of the curriculum of national science - presentation of individual regions of Slovakia, their ethnological and cultural specifics.

The last topic of the semester is the topic of the regions of Slovakia, as they also make up one third of the educational content of the 4th year of the 4th year of the school. At the seminar, the student will gain a basic overview of the regions, their geographical boundaries and nomenclature, natural attractions and landmarks, as well as dialects, folklore, ethnic composition, crafts and traditions, i.e. ethnological component of regional knowledge. At the same time, this knowledge is confronted with the treatment of the regional curriculum in teaching texts and supplemented with other relevant information or sources where it can be found. Cross-curricular relations are also developed, especially with Slovak language and literature. Students are provided with a wealth of documentary and visual material for their work in this part of the course, as well as for the intermediate assignment. By knowing the topic, the student acquires cultural competences and is able to manage the teaching process in the context of learning about social realities on the basis of these competences.

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**Recommended literature:**

**Compulsory/Recommended readings:**

KANCÍR, J., MADZIKOVÁ, A. Didactics of patrimony. 1st edition. Prešov: Universum Prešov, 2003. ISBN 80-89046-13-4.

KLUSÁK, M. Orientation in time. In Psychological development of the child from 1st to 5th grade. Prague: Karolinum, 2005.

KOŽUCHOVÁ, M. et al.: Kurikulum primarneho vzdelávania. Bratislava: Comenius University, 2019. ISBN 978-80-223-4767-9

KOŽUCHOVÁ, M., ROCHOVSKÁ, I. Prvouka 2 : for the 2nd year of primary school.

Bratislava : Expol pedagogika, 2018. Prvouka1: for the 1st year of primary school. Bratislava: Expol pedagogika, 2019.

KOŽUCHOVÁ, M. - MATUŠKOVÁ, R. Vlastiveda for the 3rd year of primary school.

Prievidza : Patria I., 2018. ISBN 978-80-85674-55-2

STARÁ, L.: Education for democratic citizenship and mutual tolerance in a multicultural society  
Proceedings of the 11th Summer School "Education for democratic citizenship and mutual tolerance in a multicultural society". Olomouc: Palacký University, 2004. ISBN 80-244-0952-6

ŠEBKOVÁ, VYSKOČILOVÁ. Understanding spatial relations in children of younger school age. In Pedagogika, 1997, vol. 47.

**Languages necessary to complete the course:**

Slovak and Czech language

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

Total number of evaluated students: 180

A	ABS	B	C	D	E	FX
23,89	0,0	27,22	32,78	13,33	1,67	1,11

**Lecturers:**

**Last change:** 20.09.2023

**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.KPEP/M-UPVex009/22	<b>Course title:</b> Social studies in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 S Seminar + lecture/week + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct instruction = 10 hours; 12 hours self-study, 15 hours preparing the student for the first midterm assignment; 30 hours preparing the student for the second midterm assignment; 20 hours preparing the student for the third midterm assignment; 32 hours preparing the student for the final oral examination. A total of 120 hours of student work. Teaching methods: The lecture is designed to cover all the topics of the educational area of the Human and Society curriculum, to which these two subjects belong. During the lecture, depending on the topic, the teacher uses a variety of teaching aids and teaching aids (up-to-date textbooks, encyclopaedias with a homeland science focus, cartographic material, but also three-dimensional aids: material objects, models, textiles and examples of handicraft products). This also implements the didactic principle of illustration, which should be maintained by the student during his/her teaching practice. The lecture is organically followed by a discussion between the students and the teacher, as well as a discussion between the students in groups on the topics covered) and especially on controversial and "problematic" areas and issues that may arise in the teaching. We put the problematic assignments in the context of the cross-cutting subjects that have the strongest intersection with social studies (Multicultural Education and Environmental Education) in particular. A frequently used method, especially in the first part of the course, is a critical analysis of the curricular documents of the respective subjects. The aim is to make students able to carry out educational activities in accordance with the current school legislation, but at the same time to form an autonomous and critical opinion on the legislation. In solving the problem areas we use heuristic methods (DITOR, brainstorming, brainwriting), with the help of which students acquire and use transferable skills (their ability to think creatively out of the box is strengthened, but also their ability to cooperate in a group/team, which they then apply in their pedagogical practice). Map work is not only an organic part of the didactics of social realities, but also develops students' orientation skills, consolidates their knowledge of the physical geography of space, environment and landscape, and has a link with the educational area of Mathematics and Information Work. Often used will also be the independent work of the student on the assigned tasks, which are part of the final assessment and have, in addition to the cognitive and didactic overlap, when properly processed, the student can also use them as a tool in their didactic practice.	

As a complementary but important method, we also use the work with ICT, especially for the mediation and targeted search of relevant resources that can be used in the didactics of social studies. Students are largely dependent on independent work when working with ICT, thus developing and consolidating their digital skills and digital literacy in general.

**Number of credits:** 4

**Recommended semester:** 3.

**Educational level:** II.

**Prerequisites:**

**Course requirements:**

Course completion requirements: The student will submit three assignments during the semester with a maximum of 20 points for each assignment. The student will also take a final oral examination with a maximum of 40 points. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained.

The grade is awarded on a scale:

A (100-91%, excellent - outstanding),

B (90-81%, very good - above average standard),

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

D (72-66%, satisfactory - acceptable results),

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

Fx (59-0%, inadequate - additional work required)

A-Excellent performance, the student knows/possesses knowledge of the social studies content area and can apply it at the cognitive, socio-affective, and psychomotor levels. He/she is able to use correctly and adequately all didactic means used in the didactics of self-study; B-excellent performance, the student has mastered the knowledge of the didactics of social studies, the application skills show only minor deficiencies. C-good performance, the student masters the knowledge at the theoretical level, however, he/she applies it in practice insufficiently, the work with the map and teaching texts shows more serious deficiencies; D- the student masters the theoretical knowledge at an insufficient level, he/she is unable to correctly set the didactic objectives in the preparation of the lesson, serious deficiencies in the understanding of the basic concepts are also present; E- the student's work meets the minimum criteria, he/she has insufficient knowledge and cannot apply it didactically or creatively, the understanding of basic concepts is at a minimum level; Fx - the student's work does not meet the requirements for passing the course in any of the required criteria and it is necessary for him/her to repeat the course.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

By completing the course, the student will gain basic knowledge of the social realities that form the basic social environment of human existence (city, countryside, nature, physical and urban geography, the cycle of seasons, annual festivals and traditions). Furthermore, the student will gain knowledge of the basic cultural and social realities of Slovakia as a whole, as well as its individual regions, within the framework of physical geography and folk, traditional culture and folklore. Acquire basic knowledge of the didactic application of the subject of primary and secondary education (content, forms, methods, organisational means). The student will be able to plan and organise specific forms of teaching related to the nature of the subject (walks, trips, excursions). He/she will acquire the complex of organisational and communication skills and competences necessary for the implementation of the subject and inter-subject relations. As part of

the development and consolidation of digital competences and skills, they will learn to work with Internet resources, useful in teaching primary and secondary education.

Stages of student assessment:

The student will be evaluated for work and activity in the seminars (activity will be evaluated with bonus points). He/she will also be evaluated on the basis of three mid-term assignments and a final written test. All the intermediate assignments refer to the student's competence to independently create and use didactic aids and are closely related to the course curriculum.

The first intermediate assignment will consist in drawing up a family tree of the student's own family in such a way that it reflects the family relationships and designations as characterised by the curriculum of the 3rd year of the science curriculum. The interim assignment will be evaluated on the basis of both accuracy and appropriateness of the overall treatment. Great emphasis will also be placed on the illustrative aspect of the workmanship.

The second intermediate task is based on the creation of a cartographic aid (map) of a given part of the territory of Slovakia. We have chosen it because working with cartographic material is a key competence necessary in the teaching of domestic science. The teacher will evaluate the terminological as well as cartographic accuracy of the representation, the knowledge of the map legend in marking individual points on the map, and last but not least the illustrative and cognitive appropriateness to the pupils of the given age.

The third intermediate task consists in drawing up a set of worksheets aimed at learning about a particular region of Slovakia. The student chooses the region from which he or she comes or which is close to him or her, and in the worksheets he or she covers mainly the topic of folklore, customs and national traditions. This task is closely related to one of the key competences of a primary education graduate, namely learning about national and cultural traditions.

The final knowledge test focuses on a general overview of the topics covered throughout the semester (thematic concepts, didactics of primary and secondary education, teaching methods, organisational forms, thematic units included in curriculum documents, physical and settlement geography as part of didactics of secondary education, orientation in time and space, historical curriculum of secondary education, regional culture).

### **Class syllabus:**

Course outcomes of subject (content):

1. Clarification of the thematic concepts and the relationships between them: social studies/social cognition/social science education/cultural literacy - content, functions, competences, dilemmas, cognition, education, education, learning, didactics.

The first chapter of the course explains the basic concepts of the subject and their interrelationships. The relationship of cultural literacy to social studies and its didactics. It characterizes the concept of realia, their social, national and personal subjective value. Emphasizes the educational and upbringing function of social studies. It explains the relationship of cultural literacy, primary and secondary education to citizenship, patriotism and ethical values. By focusing on this subject, we also refer to the necessary competence of the student, which is the knowledge of cultural literacy and its adequate implementation in education.

2. The origin and nature of knowledge of social realities, the curriculum and its possible understanding.

The second topic of the course is devoted to the understanding of the subject curriculum of elementary and secondary science and their delimitation on the borderline between the subject of scientific research and the didactic application of knowledge from different scientific disciplines. Both primary and secondary education are defined within the subject as part of social science education, although primary education in particular is also close to science education. This definition is then further elaborated, referring to the knowledge of the theoretical foundations of



institutional education as one of the basic knowledge acquired by the graduate of the Teacher Education for Primary Education programme.

3. Analysis of the content and objectives of social science education in the subjects of primary science and primary education at the first level of primary school on the basis of valid documents (educational standards for primary science and primary education, curriculum development within the framework of the School Curriculum).

The subject chapter is devoted to the analysis of the legislative documents of the subjects of elementary science and home science, in particular the analysis of the content and performance standards of the curriculum. A critical look at these documents, the relevance of their thematic content, their manageability for pupils of given grades, as well as their interconnectedness with their practical and empirical experience, forms the basis for thinking about didactic approaches to both these subjects. At the same time, this part of the subject also makes use of the comprehensive knowledge of the content of the educational area of Man and Society, which is one of the knowledge pillars of the graduate of the Teaching for Primary Education programme.

4. Primary education and its didactic and content specifics in comparison with the didactics of home science

The given chapter is devoted to the specifics of didactics of primary education in comparison with home science, as well as to the comparison of their educational content. The basis of the comparison is, first of all, the more significant involvement of the curriculum with the themes of living and non-living nature in the curriculum of elementary education compared to home science, where geography is more significantly involved in the knowledge of nature as a whole. Furthermore, it is specific primary school curriculum that is not found in or linked to the primary school science (e.g. senses). The analysis and comparison of both subjects is important in order to become fully competent to assess the didactic materials belonging to both subjects, but also to diagnose and evaluate the level of knowledge, competences and skills of pupils in both subjects.

5. Analysis of the teaching materials of the subjects of Primary and Secondary Science and of the thematic units of teaching materials

The chapter is devoted to the analysis of the basic teaching materials of both subjects (textbooks, workbooks, introduces the concept of a working textbook, a textbook based on a discovery approach). It is devoted to an analysis of the thematic units, the main and supplementary text, as well as the apparatus for independent learning (questions and exercises). We analyse with students their difficulty and appropriateness, as well as the errors and allogisms that occur in them, so that they are prepared for them in their teaching practice and can find alternative solutions/explanations.

6. Analysis of the teaching methods used in the subject of elementary and home science and their direct connection with the teaching materials - demonstration of the problem areas in the textbook  
This part of the course is devoted to the characteristics, analysis and application of teaching methods that can be used in teaching the didactics of elementary science and home science in direct connection with the textbook or methodological manual. Verbal, demonstrative, constructive, and heuristic methods are explained, as well as the principle of discovery and experiential teaching of elementary science, consisting in a discovery approach in which the teacher acts "only" as a facilitator. The student is able to select appropriate teaching forms in accordance with the teaching objectives and the activity of the pupils.

Geographical component of self-study - conceptual apparatus and orientation in space: scientific background

Orientation in space, geographical concepts and texts - language of geography, basics of cartography).

7. The chapter is devoted to basic concepts related to orientation in space, physical geography and cartography. It explains the basic ways of learning cardinal points, orientation by shadow and the position of the sun, as well as the basic geographical concepts - map, atlas, locality, position and

elevation maps, and the types of maps that can be encountered. The approach to map reading and the basic map-related skills required of pupils in Years 3 and 4 (locating a point on a map, determining distance, scaling a map, reading a map) are also explained. In this way, the student's orientation skills and competences are developed.

8. Orientation in time and space, learning about socio-cultural space with simultaneous acquisition of orientation in it.

As orientation in space has its socio-cultural aspects, the following is a description of the basic units which are the basic elements of settlement geography: the city, the countryside, their basic characteristics and differentiations, possible other types of settlements (housing estates, suburbs, lakes, solitudes), as well as the landmarks in the city and countryside which have the character of institutions and which the pupil can orient himself according to (post office, health centre, municipal office, etc.). The theme of the seasons plays an important role in orientation in time, and it is particularly prominent in the curriculum for Year 3. This theme is also expanded by the knowledge of annual festivals and the traditions associated with them, thus developing the student's social competences.

9. The historical curriculum of the national history: conceptual apparatus and stimulation of the ability of orientation in time.

The historical curriculum makes up one third of the 4th grade history curriculum and therefore needs special attention. Using the basic conceptual apparatus (time line, past, history, our ancestors and descendants, basic orientation in time on the axis: past-present-future), it prepares pupils for the specific historical periods they will learn about and their representatives. In addition to the timeline, students also work with a large amount of illustrative material, or material artefacts, which bring the distant past closer to students more effectively than textual material. The student is able to search for broader and more complex information beyond the prescribed learning materials.

10. Teaching of history-oriented domestic science - personalities and historical milestones of the history of Slovakia, their didactic application in the domestic science textbook.

The Second World War and the Slovak National Uprising, the independent Slovak Republic and its position in Europe). All of these topics can be particularly abstract for pupils, so the seminar analyses mainly pictorial material presenting individual personalities and events, and also provides a basic overview of institutions that can be the target of an excursion with a historical focus. Emphasis is also placed on fictionalized texts with historical content (stories), which have the potential to make the topic more interesting for pupils. All the contents and skills presented in this section refer to one of the basic knowledge of the graduate, namely to master the contents of the educational field of Man and Society.

11. Regional culture as a part of the curriculum of national science - presentation of individual regions of Slovakia, their ethnological and cultural specifics.

The last topic of the semester is the topic of the regions of Slovakia, as they also make up one third of the educational content of the 4th year of the 4th year of the school. At the seminar, the student will gain a basic overview of the regions, their geographical boundaries and nomenclature, natural attractions and landmarks, as well as dialects, folklore, ethnic composition, crafts and traditions, i.e. ethnological component of regional knowledge. At the same time, this knowledge is confronted with the treatment of the regional curriculum in teaching texts and supplemented with other relevant information or sources where it can be found. Cross-curricular relations are also developed, especially with Slovak language and literature. Students are provided with a wealth of documentary and visual material for their work in this part of the course, as well as for the intermediate assignment. By knowing the topic, the student acquires cultural competences and is able to manage the teaching process in the context of learning about social realities on the basis of these competences.

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**Recommended literature:**

Compulsory/Recommended readings:

KANCÍR, J., MADZIKOVÁ, A. Didactics of patrimony. 1st edition. Prešov: Universum Prešov, 2003. ISBN 80-89046-13-4.

KLUSÁK, M. Orientation in time. In Psychological development of the child from 1st to 5th grade. Prague: Karolinum, 2005.

KOŽUCHOVÁ, M. et al.: Kurikulum primarneho vzdelávania. Bratislava: Comenius University, 2019. ISBN 978-80-223-4767-9

KOŽUCHOVÁ, M., ROCHOVSKÁ, I. Prvouka 2 : for the 2nd year of primary school. Bratislava : Expol pedagogika, 2018. Prvouka1: for the 1st year of primary school. Bratislava: Expol pedagogika, 2019.

KOŽUCHOVÁ, M. - MATUŠKOVÁ, R. Vlastiveda for the 3rd year of primary school. Prievidza : Patria I., 2018. ISBN 978-80-85674-55-2

STARÁ, L.: Education for democratic citizenship and mutual tolerance in a multicultural society Proceedings of the 11th Summer School "Education for democratic citizenship and mutual tolerance in a multicultural society". Olomouc: Palacký University, 2004. ISBN 80-244-0952-6

ŠEBKOVÁ, VYSKOČILOVÁ. Understanding spatial relations in children of younger school age. In Pedagogika, 1997, vol. 47.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 180

A	ABS	B	C	D	E	FX
23,89	0,0	27,22	32,78	13,33	1,67	1,11

**Lecturers:** Mgr. Lenka Szentesiová, PhD., prof. PhDr. Mária Kožuchová, CSc., PaedDr. Róbert Osad'án, PhD.

**Last change:** 20.09.2023

**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.KPEP/M-UPVex256/22	<b>Course title:</b> Special pedagogy and inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: seminar (10S) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Recommended scope of teaching (in hours): 10 hours seminar, Study method: mostly distance learning, combined method. Student workload: 10 hours of direct teaching; 16 hours of seminar work preparation; 12 hours of self-study; 18 hours of preparation for the final assessment. A total of 56 hours. Education methods: Problem solving tasks; guided self-study; connecting teaching with practice; discussion of the discussed topic; work in small groups; interpretation of the curriculum; explanation; presentation of scientific and professional knowledge through verbal, visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a grade D, and at least 60 points for an grade E. During the semester, students will have partial tasks (4x10 points), within which the student can get a total of 40 points. As part of the final assessment in the form of a written exam, a student can receive a maximum of 60 points. The rating is given on a scale: A (100 – 91 %, excellent – excellent results, student knows/controls/creates/critically evaluates), B (90 – 81 %, very good – above average standard, student knows/masters, but critical thinking is borderline), C (80 – 71 %, good – regular reliable work, the student knows/learned, but can't apply it in practice), D (70 – 61 %, satisfactory – acceptable results, student knows/learned satisfactorily, but cannot apply in practice),	

E (60 – 51 %, sufficient – the results meet, the student meets the minimum criteria in terms of acquired knowledge, cannot apply it in practice),  
Fx (50 – 0 %, insufficient – further work is required, the student does not meet the set criteria, cannot apply in practice).

**Learning outcomes:**

Learning outcomes:

Students will become familiar with the basic knowledge of goals, tasks and the system of special education with a narrower focus. Furthermore, they will become familiar with the basic terminological apparatus of special education with a narrower focus. Students will acquire knowledge in the field of inclusive education of individuals with disabilities, they will acquire inclusive educational approaches, they will know the work procedures in the educational process of individuals with different types and degrees of disabilities.

The following transferable skills are also developed within the subject: communication skills, abstract and critical thinking skills, creativity, digital skills, analytical skills, metacognitive skills and interpersonal skills.

**Class syllabus:**

Course outcomes of subject:

Special education versus inclusive education. Definition of the term special education, the place of special education in the system of sciences. Methodology in special education, diagnostics and prognosis in special education. Educational rehabilitation and special education in schools and facilities for disabled and impaired individuals. Basics of pedagogy for the intellectual disabled. Basics of pedagogy for the multiple disabled. Basics of pedagogy for the visually impaired. Basics of pedagogy for the hearing impaired. Basics of pedagogy for the physically disabled, sick and health weakened. Basics of pedagogy for individuals with learning disabilities, behavioral disorders and impaired communication skills. Basics of pedagogy of gifted and talented. Basics of pedagogy for individuals with autism spectrum disorders. Development of care, upbringing, education and social inclusion of the disabled in our country and abroad. Current inclusive trends in the education of the disabled. Inclusive approaches. Inclusion rate. Index of inclusion.

**Recommended literature:**

Compulsory readings:

LECHTA, V. (ed), 2016. Inkluzívna pedagogika. Praha Portál. 2016. ISBN: 978-80-262-1123-5.  
VAŠEK, Š. 2011. Základy špeciálnej pedagogiky. Bratislava: Sapiencia 2011. ISBN 80-86723-13-5

Recommended readings:

BARTOŇOVÁ, M. 2012. Specifické poruchy učení: text k distančnímu vzdělávání. 1. vyd. Brno: Paido, 2012. ISBN 978-80-7315-232-1

BOOTH, T., AINSCOW, M. 2019. Index inkluzie. [online]. Dostupné na: <https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf>

DRUŽKOVSKÁ, L., VANČOVÁ, A. 2020. Postoje učiteľov k inklúzii detí so špeciálnymi edukačnými potrebami. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. 1. vyd. Prešov: Prešovská univerzita v Prešove, 2020. S. 82-100. ISBN 978-80-555-2591-4.

HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených – teoretické základy. Bratislava: IRIS. ISBN 978-80-89238-59-0

JESENSKY, J. 2000. Základy komprehensívni speciální pedagogiky. Hradec Králové: Gaudeamus, 2000. ISBN 80-7041-196-1.

KASTELOVÁ, A. NÉMETH, O. 2014. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava: IRIS, 2014. ISBN 978-80-89726-01-1

KRAMÁR, I. 2000. Dejiny špeciálnej pedagogiky a starostlivosti o postihnutých a narušených jedincov. In: Vašek, Š. a kol. Špeciálna pedagogika. Bratislava: SPN, 2000. ISBN 80-08-02981-1.

LECHTA, V. 2010. Základy inkluzívnej pedagogiky – dieťa s postihnutím, narušením a ohrozením vo škole. 1. vyd. Praha: Portál, 2010.

SCHMIDTOVÁ, M. 2008. Integratívna pedagogika (vybrané kapitoly). Bratislava: Mabag, 2008. ISBN 978-80-89113-47-7

SCHMIDTOVÁ, M. 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.

VANČOVÁ, A. 2008. Integrácia a inklúzia osôb s postihnutím, narušením alebo znevýhodnením v kontexte edukácie v komparácii s ich segregáciou. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.

VANČOVÁ, A. a kol., 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. ISBN 978-80-89238-37-8.

Aktuálne platný Školský zákon a prislúchajúce vyhlášky.

**Languages necessary to complete the course:**

Slovak language, Czech language and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:**

**Last change:** 24.09.2023

**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.KPEP/M-UPVex256/22	<b>Course title:</b> Special pedagogy and inclusive education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: seminar (10S) + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Recommended scope of teaching (in hours): 10 hours seminar, Study method: mostly distance learning, combined method. Student workload: 10 hours of direct teaching; 16 hours of seminar work preparation; 12 hours of self-study; 18 hours of preparation for the final assessment. A total of 56 hours. Education methods: Problem solving tasks; guided self-study; connecting teaching with practice; discussion of the discussed topic; work in small groups; interpretation of the curriculum; explanation; presentation of scientific and professional knowledge through verbal, visual and multimedia presentation means; project methods; guided brainstorming; analytical-synthetic and comparative methods.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: At least 91 points are required to obtain a final grade A, at least 81 points to obtain a grade B, at least 73 points for a grade C, at least 66 points for a grade D, and at least 60 points for an grade E. During the semester, students will have partial tasks (4x10 points), within which the student can get a total of 40 points. As part of the final assessment in the form of a written exam, a student can receive a maximum of 60 points. The rating is given on a scale: A (100 – 91 %, excellent – excellent results, student knows/controls/creates/critically evaluates), B (90 – 81 %, very good – above average standard, student knows/masters, but critical thinking is borderline), C (80 – 71 %, good – regular reliable work, the student knows/learned, but can't apply it in practice), D (70 – 61 %, satisfactory – acceptable results, student knows/learned satisfactorily, but cannot apply in practice),	

E (60 – 51 %, sufficient – the results meet, the student meets the minimum criteria in terms of acquired knowledge, cannot apply it in practice),  
Fx (50 – 0 %, insufficient – further work is required, the student does not meet the set criteria, cannot apply in practice).

**Learning outcomes:**

Learning outcomes:

Students will become familiar with the basic knowledge of goals, tasks and the system of special education with a narrower focus. Furthermore, they will become familiar with the basic terminological apparatus of special education with a narrower focus. Students will acquire knowledge in the field of inclusive education of individuals with disabilities, they will acquire inclusive educational approaches, they will know the work procedures in the educational process of individuals with different types and degrees of disabilities.

The following transferable skills are also developed within the subject: communication skills, abstract and critical thinking skills, creativity, digital skills, analytical skills, metacognitive skills and interpersonal skills.

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Course outcomes of subject:

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Recommended readings:

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DRUŽKOVSKÁ, L., VANČOVÁ, A. 2020. Postoje učiteľov k inklúzii detí so špeciálnymi edukačnými potrebami. In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. 1. vyd. Prešov: Prešovská univerzita v Prešove, 2020. S. 82-100. ISBN 978-80-555-2591-4.

HARČARÍKOVÁ, T. 2011. Pedagogika telesne postihnutých, chorých a zdravotne oslabených – teoretické základy. Bratislava: IRIS. ISBN 978-80-89238-59-0

JESENSKY, J. 2000. Základy komprehensívni speciální pedagogiky. Hradec Králové: Gaudeamus, 2000. ISBN 80-7041-196-1.



KASTELOVÁ, A. NÉMETH, O. 2014. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava: IRIS, 2014. ISBN 978-80-89726-01-1

KRAMÁR, I. 2000. Dejiny špeciálnej pedagogiky a starostlivosti o postihnutých a narušených jedincov. In: Vašek, Š. a kol. Špeciálna pedagogika. Bratislava: SPN, 2000. ISBN 80-08-02981-1.

LECHTA, V. 2010. Základy inkluzívnej pedagogiky – dieťa s postihnutím, narušením a ohrozením vo škole. 1. vyd. Praha: Portál, 2010.

SCHMIDTOVÁ, M. 2008. Integratívna pedagogika (vybrané kapitoly). Bratislava: Mabag, 2008. ISBN 978-80-89113-47-7

SCHMIDTOVÁ, M. 2012. Koncepcia inkluzívneho vzdelávania zdravotne znevýhodnených. Bratislava: Úrad vlády, 2012.

VANČOVÁ, A. 2008. Integrácia a inklúzia osôb s postihnutím, narušením alebo znevýhodnením v kontexte edukácie v komparácii s ich segregáciou. Bratislava: MABAG, 2008. ISBN 978-80-89113-60-6.

VANČOVÁ, A. a kol., 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010. ISBN 978-80-89238-37-8.

Aktuálne platný Školský zákon a prislúchajúce vyhlášky.

**Languages necessary to complete the course:**

Slovak language, Czech language and English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 2

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

**Lecturers:**

**Last change:** 24.09.2023

**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.KPEP/M-UPVex237/22	<b>Course title:</b> Sport games
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: Example of a 10S course (2 credits) for an external student: 10 hours of direct instruction; 10 hours of student preparation for the first midterm assignment-seminar paper; 10 hours of student preparation for the second midterm assignment-project presentation; 12 hours of self-study; 18 hours of student preparation for the final test. Total 60 hours of student work. Methods of education: lecture; explanation; discussion and interaction of the teacher with the students on the discussed topic; teaching based on practical experience; method of group work; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination skills, method of developing joint mobility and flexibility in sports games.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. The student will submit a term paper worth 20 points during the semester. In addition, the student will complete a project presentation focused on teaching a physical education class worth 20 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points of the knowledge acquired throughout the semester. 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 half of the points in any of the three conditions. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work),	

D (72-66%, satisfactory - acceptable results),

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

Fx (59-0%, inadequate - extra work required)

A-(excellent), the student has an excellent command of the theoretical knowledge of the didactics of sports games in primary education and can apply them to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, can present the teaching of a lesson on sports games at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.

B-(very good), the student has a very good command of the theoretical knowledge of the didactics of sports games in primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the questions and tasks of the teacher, the student is active and proactive and responds to the questions on the solved problem, he/she can present the teaching of the lesson of sports games very well, the oral and written expression of the student is correct, correct, grammatically flawless. The results of his activities are of good quality, with minor shortcomings.

C-(good), the student has a good command of the theoretical knowledge of the didactics of sports games in primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the problem solved with minor problems, he/she presents at a good level with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.

D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of the didactics of sports games in primary education and can apply them to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present at a satisfactory level, the student's oral and written expression has some inaccuracies and also major shortcomings.

E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the didactics of sports games in primary education, which is at a weak level and with difficulty can apply it to practical activities, he/she responds to the teacher's challenges with inaccuracies, the student himself/herself is not active and initiative, does not ask questions on the issue addressed, the student presents at a very weak level, the student's oral and written expression has more serious inaccuracies and shortcomings;

Fx-(failing), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Scale of assessment (preliminary/final): 20/30/50

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the subject Sports Games is to acquire adequate theoretical knowledge, skills and competences related to the profession of a teacher of primary education in physical education with a focus on sports games. Students have acquired knowledge of the educational area of Health and Movement, where they are able to design and implement educational activities. They will expand their knowledge in connection with didactic reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the child of younger school age, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital

technologies in educational and administrative activities in connection with physical education. Students will acquire the competences of the teacher's work in the field of organisation and management of educational sports activities at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice taking into account the wider societal implications in relation to sporting games. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in physical education with a focus on sporting games in primary education. They will be able to relate theoretical knowledge of physical education with a focus on sports games to practice.

**Class syllabus:**

Course outcomes of subject (content):

The curriculum of the Sports Games course is designed so that after its practical teaching students are able to apply the theoretical knowledge to the practical context of the teaching profession in physical education with a focus on sports games. The students master the professional content of the lectures and from the practical parts of the lessons of the subject they have acquired the terminology of physical exercises. They are familiar with appropriate pedagogical research methods to investigate the educational process in sports games. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in primary education. Students are able to expand their knowledge, competences and skills in physical and sport education with a focus on sports games. They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Sports Games in Primary Education will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project to prepare the teaching of a lesson on sports games. They will be professionally and methodologically competent to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of sports games in primary education.

1. Introduction to Sports Games. History, characteristics, significance and position of sports games in the framework of physical and sport education in primary education.
2. Basic terms used in sports games. Introduce the terms: player, teammate, opponent, captain, referee, attacker, defender, goal. Playground equipment, safety during the game, appropriate clothing and footwear. Explanation of concepts and practical demonstrations on the field for each sport.
3. Basic simplified rules of sports games and fair-play rule. Movement games at school. Introduction to the rules of the different movement and sports games. Honesty and sportsmanship of the player on the field.
4. Basic defensive and offensive game actions of the individual used in sports games. Explanation of the following defensive and offensive game actions: ball handling, dribbling, passing, shooting, scoring, basket. Practical demonstrations on the court for each sport.
5. Preparatory sports games focused on football. Explanation of the basic rules of football, practical demonstrations of the basic game activities and the game itself on the field. The game of teams in football. Tournament - team competition.
6. Preparatory sports games focused on basketball. Explanation of the basic rules of Basketball, practical demonstrations of basic game activities and the game itself on the court. Playing basketball in teams. Tournament - competition of teams.

7. Preparatory sports games focused on volleyball. Explanation of the basic rules of volleyball, practical demonstrations of the basic game activities and the game itself on the court. Playing volleyball in teams. Tournament - team competition.
8. Preparatory sports games focused on handball. Explanation of the basic rules of handball and practical demonstrations of the basic game activities and the game itself on the court. Game of handball teams. Tournament - competition of teams.
9. Preparatory sports games focused on tennis. Explanation of the basic rules of tennis, practical demonstrations of the basic game activities and the game itself on the court. Playing singles and doubles in tennis. Tournament - competition of individuals, pairs and teams.
10. Non-traditional sports games: ringo, floorball, badminton, soft tennis, frisbee. Explanation of the basic rules of each sport and practical demonstrations of the basic game activities and the game itself on the field. Team play in individual sports. Tournament - team competition.
11. Preparation and presentation of an educational activity focused on Sports Games. On the basis of the acquired knowledge, knowledge, experience and skills - to compile the preparation and presentation of a lesson on sports games in the primary education of children of younger school age in primary school.

**Recommended literature:**

Compulsory/Recommended readings:

NEMEC, M. et al. 2013. Športové hry – 1. časť. 2013 Banská Bystrica: UMB, FHV, 2013. 200 s. ISBN 978-80-557-0608-5.

PERÁČEK et al. 2004. Teória a didaktika športových hier I. Bratislava: FTVŠ UK, 2004. 184 s. ISBN 80-89197-00-0.

RŮŽIČKA, I. a kol. 2013. Netradiční sportovní hry. Portál, 2013. 152 s. ISBN 9788026203377.

STUBBS, R. 2009. Kniha športov. Bratislava: Ikar, a. s. ISBN 978-80-551-2027-0.

TÁBORSKÝ, F. Sportovní hry. Praha: Grada, 2004. ISBN 80-247-0875-2.

TŮMA, M., TKADLEC, J. Hry s míčem. Praha: Grada, 2004. ISBN 80-247-0707-1.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 225

A	ABS	B	C	D	E	FX
53,33	0,0	27,56	13,78	2,67	1,78	0,89

**Lecturers:** PaedDr. Klaudia Korvínová, PhD., Mgr. Petronela Ladecká, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex014/22	<b>Course title:</b> Teaching arithmetics in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 20s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Scope and form of educational activities (full-time study) 20 hours per semester + 22 hours of self-study; a total of 42 hours per semester, by the combined method, mostly in attendance. Number of credits: 5 The student's workload is 150 hours. Of which 44 hours of continuous teaching, 20 hours of class preparation, 15 hours of preparation for midterm tests, 15 hours of project preparation, 10 hours of practice, 10 hours of preparation for practice and analysis, 36 hours of preparation for the final exam. Applied teaching methods: lecture, problem solving, discussion, presenting and defending student ideas, modelling concepts and procedures, lesson analysis, analysis and error correction.	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Requirements: Passing the midterm tests (2 x10b), Completion of individual assignments (5b), Presentation and defense of a semester project (15b), Passing written and oral exams on the entire semester's material (40 + 10pts). Part of the assessment is the completion of the subject-specific professional teaching practice of 10 hours and the submission of a report (10b). The student must achieve a minimum of 40% pass rate in all components of the assessment. Learning objectives To introduce students to different theories of mathematical cognition, and their applications in the teaching of primary mathematics. To learn how to model abstract mathematical concepts, in particular the concept of number and basic arithmetic operations in different ways, including electronic means, accepting the theory of representations. To discover to analyse, compare, simplify and didactically process algorithms of basic numerical operations. To lead students to self-creation in the presentation of learning about numbers and numerical operations using dynamic presentation software tools. Demonstrate methods that allow students to observe and discover the properties of numerical operations and the various dependencies between numbers and operations. To guide students in the selection and design of didactic aids and resources for	

specific curriculum. To familiarise students with a set of didactic games and other non-traditional activities and to guide them in the creation of similar activities. To lead students to be active solvers of mathematical problems and thus to acquire the ability to accept and evaluate different strategies of students and to suggest a course of action to correct an erroneous solution.

To familiarize students with the application of the taxonomy of learning objectives and guide them to apply these objectives in lesson planning. Motivate students to seek out and use information appropriately and to use it in designing lesson-specific instruction and differentiating activities for students with varying abilities and needs

#### Learning Outcomes

##### Knowledge:

Different theories of mathematical cognition,

deep knowledge of numbers and numerical operations and their properties

taxonomies of learning objectives,

theories of representations,

methods of teaching mathematics

didactic aids and resources, including digital

national documents defining the content of education

textbooks and other teaching texts

methods and techniques of diagnosis and assessment

##### Skills

creative use of the theory of mathematical cognition in the derivation of abstract mathematical knowledge (number, numerical operations, relations between them

planning the curriculum according to the taxonomy of learning objectives,

selecting and using didactic aids for specific learning,

the ability to motivate the acquisition of a specific concept or procedure,

creating word problems

solving mathematical problems with different strategies,

deciding on the correctness of pupils' solutions to mathematical problem problems,

representing and modelling abstract mathematical concepts

creating simple presentations or other dynamic models

the use of didactic games

searching for information and using it in teaching

##### Transferable competences

problem-solving methods, designing procedures to correct incorrect solutions, differentiated approach to pupils with different abilities, dramatisation of simple situations, mathematisation of real situations, designing discovery activities that lead to the discovery of patterns and dependencies, organisation of group work, cooperative activities, argumentation and defending one's views, presentation of projects.

##### Rating scale:

A 95 - 100%, excellent - outstanding),

The student knows various theories of mathematical knowledge and can use them creatively in communicating knowledge about numbers and numerical operations, can organize the curriculum according to the taxonomy of educational objectives, can choose didactic aids for a particular curriculum, is able to create motivational or demonstration tasks for the given curriculum, is able to solve a mathematical problem using different strategies, knows and accepts different methods of solving problems occurring in primary mathematics, is able to represent and model abstract mathematical concepts in different ways, including electronic means, accepting the theory of representations, knows how to create simple presentations or other dynamic models of properties of arithmetic operations, knows didactic games and other appropriate activities to enrich the lesson,

knows how to find and use information appropriately and use it in the design of the teaching of a specific subject, knows how to analyse pupils' answers and solutions to problems, knows how to design a procedure to correct a wrong solution, knows how to provide differentiated activities for pupils with different abilities, knows methods of practising and automating knowledge, knows how to create sequences of problems to discover patterns (e.g. direct proportionality, remainder is less than divisor, sum of even numbers. ...)

B (88- 94%, very good - above average standard),

The student demonstrates knowledge of the theories of mathematical knowledge and can use them creatively in communicating knowledge about numbers and numerical operations, can organize the curriculum according to the taxonomy of educational objectives, can choose didactic aids for a particular curriculum, is able to create a motivational or demonstration task for a given curriculum, knows and accepts different methods of problem solving that occur in primary mathematics, can represent and model abstract mathematical concepts in different ways, including electronic means, accepting the theory of representations, can create simple presentations or other dynamic models of properties of arithmetic operations, can locate and use information appropriately and use it to design instruction of a specific curriculum, make suggestions, can decide on the correctness of a student's answers and can suggest appropriate "scaffolding" when correcting an incorrect solution, can detect a distortion in a student's knowledge and suggest reteaching, can create sequences of problems to discover patterns (e.g., direct proportionality, the remainder is less than the divisor, the sum of even numbers. ...)

C (79-87%, good

The student demonstrates knowledge of the theories of mathematical knowledge and can use them creatively to convey knowledge about numbers and numerical operations, can determine the difficulty of a particular lesson according to the taxonomy of learning objectives, can choose didactic aids for a particular lesson, knows and accepts different methods of solving problems that occur in primary mathematics, knows how to represent and model abstract mathematical concepts and procedures according to the theory of representations in different ways, knows how to find and use information and didactic suggestions appropriately, knows how to decide on the correctness of pupils' answers and knows how to suggest appropriate "scaffolding" when correcting an incorrect solution, knows how to detect a distortion in the pupil's knowledge and suggest re-education.

D 72- 78%, the student demonstrates knowledge of at least one theory of mathematical cognition and can use it to convey knowledge of numbers and numerical operations in at least one way, can organize the material according to the taxonomy of learning objectives, can reliably judge the appropriateness of the treatment of the material in the textbook, and can use textbooks and worksheets flexibly, knows and accepts at least two methods of problem solving that occur in primary mathematics, can represent and model abstract mathematical concepts and procedures according to representation theory, can make judgements about the correctness of pupils' answers, and can provide assistance in correcting errors.

E 66 - 71%, the student demonstrates knowledge of at least one theory of mathematical knowledge, can apply this theory in teaching, can reliably use available teaching materials for primary mathematics to convey knowledge about numbers and numerical operations, can represent and model abstract mathematical concepts and procedures in at least one way, can decide on the correctness of students' answers, knows at least two methods of solving problems that occur in primary mathematics, can decide on the correctness of students' answers.

Fx 65-0%, insufficient - extra work required

### **Learning outcomes:**

To introduce students to different theories of mathematical cognition, and their applications in the teaching of primary mathematics. To learn how to model abstract mathematical concepts, in particular the concept of number and basic arithmetic operations in



different ways, including electronic means, accepting the theory of representations. To discover to analyse, compare, simplify and didactically process algorithms of basic numerical operations. To lead students to self-creation in the presentation of learning about numbers and numerical operations using dynamic presentation software tools. Demonstrate methods that allow students to observe and discover the properties of numerical operations and the various dependencies between numbers and operations. To guide students in the selection and design of didactic aids and resources for specific curriculum. To familiarise students with a set of didactic games and other non-traditional activities and to guide them in the creation of similar activities. To lead students to be active solvers of mathematical problems and thus to acquire the ability to accept and evaluate different strategies of students and to suggest a course of action to correct an erroneous solution.

To familiarize students with the application of the taxonomy of learning objectives and guide them to apply these objectives in lesson planning. Motivate students to seek out and use information appropriately and to use it in designing lesson-specific instruction and differentiating activities for students with varying abilities and needs

#### Learning Outcomes

##### Knowledge:

Different theories of mathematical cognition,  
deep knowledge of numbers and numerical operations and their properties  
taxonomies of learning objectives,  
theories of representations,  
methods of teaching mathematics  
didactic aids and resources, including digital  
national documents defining the content of education  
textbooks and other teaching texts  
methods and techniques of diagnosis and assessment

##### Skills

creative use of the theory of mathematical cognition in the derivation of abstract mathematical knowledge ( number, numerical operations, relations between them  
planning the curriculum according to the taxonomy of learning objectives,  
selecting and using didactic aids for specific learning,  
the ability to motivate the acquisition of a specific concept or procedure,  
creating word problems  
solving mathematical problems with different strategies,  
deciding on the correctness of pupils' solutions to mathematical problem problems,  
representing and modelling abstract mathematical concepts  
creating simple presentations or other dynamic models  
the use of didactic games  
searching for information and using it in teaching

##### Transferable competences

problem-solving methods, designing procedures to correct incorrect solutions, differentiated approach to pupils with different abilities, dramatisation of simple situations, mathematisation of real situations, designing discovery activities that lead to the discovery of patterns and dependencies, organisation of group work, cooperative activities, argumentation and defending one's views, presentation of projects.

#### **Class syllabus:**

##### Content

1. Theories of mathematical cognition, Hejné's stages of mathematical knowledge formation, Marzano's theory of dimensions of learning, Brunner's theory of representations (knowledge of Piaget's and Vygotsky's theories is assumed), Polya's theory of problem solving.

2. The process of forming the concept of natural number, definitions of number and their didactic transformation, determining the number of elements in a set, assigning number names to the elements of a set and forming a set with a given number of elements, decomposing a number into a sum reading the symbols of numbers and assigning them to a set, comparing and ordering numbers, writing numbers, number axis, predecessor successor Singularities of 0 and 10, principle of decimal system, even and odd numbers, number and digit, decomposition of multi-digit numbers, expanded and positional notation, positional value, division of the curriculum into stages according to number field, grading of the curriculum according to difficulty.
3. Introduction of addition of natural numbers, dynamic and static models, ordered sets, summation of ordinal numbers, abstract models (money), basic joins of addition without passing through 10 and with passing through 10) methods of inference, consolidation and automation, didactic addition games, properties of addition, use of word problems to discover properties of addition, practical demonstrations, addition algorithms memory addition by algorithm, written algorithms, addition of multiple numbers, electronic algorithms, correctness test. Solving word problems that lead to addition.
4. Intermediate test on topics 1,2,3.
5. Subtraction of natural numbers. Introduction of subtraction of natural numbers, subtraction by subtraction and subtraction by addition, dynamic and static models, ordered sets, virtual and abstract models, notation of operations and the relationship between addition and subtraction, basic subtraction joins (without passing through 10 and with passing through 10) methods of inference, consolidation and automation, didactic games for subtraction, properties of subtraction, subtraction as difference, preserving the difference, use of word problems to discover properties of subtraction, practical demonstrations, subtraction algorithms memory subtraction by algorithm, written subtraction, discovering, explaining and performing algorithms, reversing the order of operations of addition and subtraction, electronic algorithms, test of correctness. Solving word problems that lead to subtraction, solving compound word problems using addition and subtraction. Development of financial literacy, observation of rules in addition and subtraction of natural numbers.
6. Introduction of multiplication of natural numbers, multiplication as an outer and inner operation, multiplication as union of equivalent sets, models (disordered elements, linearly ordered elements, number axis), elements arranged in the form of a rectangle, discovery of properties of multiplication, multiplication as the number of elements of ordered pairs, relationship between addition and multiplication, basic multiplication joints, inferring fixing and automating, distribution of fixing basic multiplication joints according to difficulty, multiplication algorithms, direct proportionality and multiplication table, direct proportionality graphs, Word problems on multiplication, compound word problems with multiplication operation even with two (three) different operations.
7. Intermediate test on topics 4,5.
8. Division of natural numbers. Introduction of division by content and division into equal parts, dynamic and static models, relationship between multiplication and division, derivation of basic conjugations of division, use of basic conjugations of multiplication in memorizing basic conjugations of division, properties of division, use of word problems in discovering properties of division, division with remainder, relationship of division and subtraction, relationship between divisor and remainder, division algorithms, memory division, decomposing a divisor into multiples of the divisor, written division by a one-digit divisor, division word problems, fraction as part of a whole (division by 1), fraction as the number of elements of a part of a whole, part of a whole expressed by different fractions, comparing fractions, decimal fractions, word problems solved with fractions, indirect proportionality
9. 9Word problems at the first level of primary school. Simple and compound word problems. Division, solutions. Indirectly formulated word problems, graphical solution and graphical

representation of word problems, analytical and synthetic solution, different solution strategies. Equations and inequalities in the curriculum of primary school level 1. methods of solving equations and inequalities resulting from the analysis of word problems.

10. Functions and dependencies in primary education. examples of dependencies , tables, sequences of problems, graphs and diagrams, development of functional thinking by finding functional relationships between two variables.

11. Presenting and defending group projects.

**Recommended literature:**

Odporúčaná literatúra:

HEJNÝ M., & KUŘINA, F. Dítě, škola a matematika. Portál: Praha, 200.

KOŽUCHOVÁ, M. a kol. Kurikulum primárneho vzdelávania. 2019.

PARTOVÁ, E. Vyučovanie matematiky pomocou moderných technológií. 1 vyd. Bratislava: Univerzita Komenského, 2011.

PARTOVÁ, E. Vyučovanie aritmetiky v primárnom vzdelávaní. (Elektronický kurz v LMS moodle v aktuálnom akademickom roku.)

PARTOVÁ, E., & MARCINEK, T.: Metódy vyučovania matematiky v primárnom vzdelávaní 1. Verbum, Ružomberok 2020.

**Languages necessary to complete the course:**

Slovak language or English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 255

A	ABS	B	C	D	E	FX
1,18	0,0	5,88	18,04	27,84	36,08	10,98

**Lecturers:** PaedDr. Martina Totkovičová, PhD.

**Last change:** 24.09.2023

**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.KPEP/M-UPVex014/22	<b>Course title:</b> Teaching arithmetics in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 20s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Scope and form of educational activities (full-time study) 20 hours per semester + 22 hours of self-study; a total of 42 hours per semester, by the combined method, mostly in attendance. Number of credits: 5 The student's workload is 150 hours. Of which 44 hours of continuous teaching, 20 hours of class preparation, 15 hours of preparation for midterm tests, 15 hours of project preparation, 10 hours of practice, 10 hours of preparation for practice and analysis, 36 hours of preparation for the final exam. Applied teaching methods: lecture, problem solving, discussion, presenting and defending student ideas, modelling concepts and procedures, lesson analysis, analysis and error correction.	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Requirements: Passing the midterm tests (2 x10b), Completion of individual assignments (5b), Presentation and defense of a semester project (15b), Passing written and oral exams on the entire semester's material (40 + 10pts). Part of the assessment is the completion of the subject-specific professional teaching practice of 10 hours and the submission of a report (10b). The student must achieve a minimum of 40% pass rate in all components of the assessment. Learning objectives To introduce students to different theories of mathematical cognition, and their applications in the teaching of primary mathematics. To learn how to model abstract mathematical concepts, in particular the concept of number and basic arithmetic operations in different ways, including electronic means, accepting the theory of representations. To discover to analyse, compare, simplify and didactically process algorithms of basic numerical operations. To lead students to self-creation in the presentation of learning about numbers and numerical operations using dynamic presentation software tools. Demonstrate methods that allow students to observe and discover the properties of numerical operations and the various dependencies between numbers and operations. To guide students in the selection and design of didactic aids and resources for	

specific curriculum. To familiarise students with a set of didactic games and other non-traditional activities and to guide them in the creation of similar activities. To lead students to be active solvers of mathematical problems and thus to acquire the ability to accept and evaluate different strategies of students and to suggest a course of action to correct an erroneous solution.

To familiarize students with the application of the taxonomy of learning objectives and guide them to apply these objectives in lesson planning. Motivate students to seek out and use information appropriately and to use it in designing lesson-specific instruction and differentiating activities for students with varying abilities and needs

#### Learning Outcomes

##### Knowledge:

Different theories of mathematical cognition,

deep knowledge of numbers and numerical operations and their properties

taxonomies of learning objectives,

theories of representations,

methods of teaching mathematics

didactic aids and resources, including digital

national documents defining the content of education

textbooks and other teaching texts

methods and techniques of diagnosis and assessment

##### Skills

creative use of the theory of mathematical cognition in the derivation of abstract mathematical knowledge (number, numerical operations, relations between them

planning the curriculum according to the taxonomy of learning objectives,

selecting and using didactic aids for specific learning,

the ability to motivate the acquisition of a specific concept or procedure,

creating word problems

solving mathematical problems with different strategies,

deciding on the correctness of pupils' solutions to mathematical problem problems,

representing and modelling abstract mathematical concepts

creating simple presentations or other dynamic models

the use of didactic games

searching for information and using it in teaching

##### Transferable competences

problem-solving methods, designing procedures to correct incorrect solutions, differentiated approach to pupils with different abilities, dramatisation of simple situations, mathematisation of real situations, designing discovery activities that lead to the discovery of patterns and dependencies, organisation of group work, cooperative activities, argumentation and defending one's views, presentation of projects.

##### Rating scale:

A 95 - 100%, excellent - outstanding),

The student knows various theories of mathematical knowledge and can use them creatively in communicating knowledge about numbers and numerical operations, can organize the curriculum according to the taxonomy of educational objectives, can choose didactic aids for a particular curriculum, is able to create motivational or demonstration tasks for the given curriculum, is able to solve a mathematical problem using different strategies, knows and accepts different methods of solving problems occurring in primary mathematics, is able to represent and model abstract mathematical concepts in different ways, including electronic means, accepting the theory of representations, knows how to create simple presentations or other dynamic models of properties of arithmetic operations, knows didactic games and other appropriate activities to enrich the lesson,

knows how to find and use information appropriately and use it in the design of the teaching of a specific subject, knows how to analyse pupils' answers and solutions to problems, knows how to design a procedure to correct a wrong solution, knows how to provide differentiated activities for pupils with different abilities, knows methods of practising and automating knowledge, knows how to create sequences of problems to discover patterns (e.g. direct proportionality, remainder is less than divisor, sum of even numbers. ...)

B (88- 94%, very good - above average standard),

The student demonstrates knowledge of the theories of mathematical knowledge and can use them creatively in communicating knowledge about numbers and numerical operations, can organize the curriculum according to the taxonomy of educational objectives, can choose didactic aids for a particular curriculum, is able to create a motivational or demonstration task for a given curriculum, knows and accepts different methods of problem solving that occur in primary mathematics, can represent and model abstract mathematical concepts in different ways, including electronic means, accepting the theory of representations, can create simple presentations or other dynamic models of properties of arithmetic operations, can locate and use information appropriately and use it to design instruction of a specific curriculum, make suggestions, can decide on the correctness of a student's answers and can suggest appropriate "scaffolding" when correcting an incorrect solution, can detect a distortion in a student's knowledge and suggest reteaching, can create sequences of problems to discover patterns (e.g., direct proportionality, the remainder is less than the divisor, the sum of even numbers. ...)

C (79-87%, good

The student demonstrates knowledge of the theories of mathematical knowledge and can use them creatively to convey knowledge about numbers and numerical operations, can determine the difficulty of a particular lesson according to the taxonomy of learning objectives, can choose didactic aids for a particular lesson, knows and accepts different methods of solving problems that occur in primary mathematics, knows how to represent and model abstract mathematical concepts and procedures according to the theory of representations in different ways, knows how to find and use information and didactic suggestions appropriately, knows how to decide on the correctness of pupils' answers and knows how to suggest appropriate "scaffolding" when correcting an incorrect solution, knows how to detect a distortion in the pupil's knowledge and suggest re-education.

D 72- 78%, the student demonstrates knowledge of at least one theory of mathematical cognition and can use it to convey knowledge of numbers and numerical operations in at least one way, can organize the material according to the taxonomy of learning objectives, can reliably judge the appropriateness of the treatment of the material in the textbook, and can use textbooks and worksheets flexibly, knows and accepts at least two methods of problem solving that occur in primary mathematics, can represent and model abstract mathematical concepts and procedures according to representation theory, can make judgements about the correctness of pupils' answers, and can provide assistance in correcting errors.

E 66 - 71%, the student demonstrates knowledge of at least one theory of mathematical knowledge, can apply this theory in teaching, can reliably use available teaching materials for primary mathematics to convey knowledge about numbers and numerical operations, can represent and model abstract mathematical concepts and procedures in at least one way, can decide on the correctness of students' answers, knows at least two methods of solving problems that occur in primary mathematics, can decide on the correctness of students' answers.

Fx 65-0%, insufficient - extra work required

### **Learning outcomes:**

To introduce students to different theories of mathematical cognition, and their applications in the teaching of primary mathematics. To learn how to model abstract mathematical concepts, in particular the concept of number and basic arithmetic operations in

different ways, including electronic means, accepting the theory of representations. To discover to analyse, compare, simplify and didactically process algorithms of basic numerical operations. To lead students to self-creation in the presentation of learning about numbers and numerical operations using dynamic presentation software tools. Demonstrate methods that allow students to observe and discover the properties of numerical operations and the various dependencies between numbers and operations. To guide students in the selection and design of didactic aids and resources for specific curriculum. To familiarise students with a set of didactic games and other non-traditional activities and to guide them in the creation of similar activities. To lead students to be active solvers of mathematical problems and thus to acquire the ability to accept and evaluate different strategies of students and to suggest a course of action to correct an erroneous solution.

To familiarize students with the application of the taxonomy of learning objectives and guide them to apply these objectives in lesson planning. Motivate students to seek out and use information appropriately and to use it in designing lesson-specific instruction and differentiating activities for students with varying abilities and needs

#### Learning Outcomes

##### Knowledge:

Different theories of mathematical cognition,  
 deep knowledge of numbers and numerical operations and their properties  
 taxonomies of learning objectives,  
 theories of representations,  
 methods of teaching mathematics  
 didactic aids and resources, including digital  
 national documents defining the content of education  
 textbooks and other teaching texts  
 methods and techniques of diagnosis and assessment

##### Skills

creative use of the theory of mathematical cognition in the derivation of abstract mathematical knowledge ( number, numerical operations, relations between them  
 planning the curriculum according to the taxonomy of learning objectives,  
 selecting and using didactic aids for specific learning,  
 the ability to motivate the acquisition of a specific concept or procedure,  
 creating word problems  
 solving mathematical problems with different strategies,  
 deciding on the correctness of pupils' solutions to mathematical problem problems,  
 representing and modelling abstract mathematical concepts  
 creating simple presentations or other dynamic models  
 the use of didactic games  
 searching for information and using it in teaching

##### Transferable competences

problem-solving methods, designing procedures to correct incorrect solutions, differentiated approach to pupils with different abilities, dramatisation of simple situations, mathematisation of real situations, designing discovery activities that lead to the discovery of patterns and dependencies, organisation of group work, cooperative activities, argumentation and defending one's views, presentation of projects.

#### **Class syllabus:**

##### Content

1. Theories of mathematical cognition, Hejné's stages of mathematical knowledge formation, Marzano's theory of dimensions of learning, Brunner's theory of representations (knowledge of Piaget's and Vygotsky's theories is assumed), Polya's theory of problem solving.

2. The process of forming the concept of natural number, definitions of number and their didactic transformation, determining the number of elements in a set, assigning number names to the elements of a set and forming a set with a given number of elements, decomposing a number into a sum reading the symbols of numbers and assigning them to a set, comparing and ordering numbers, writing numbers, number axis, predecessor successor Singularities of 0 and 10, principle of decimal system, even and odd numbers, number and digit , decomposition of multi-digit numbers, expanded and positional notation, positional value, division of the curriculum into stages according to number field, grading of the curriculum according to difficulty.
3. Introduction of addition of natural numbers, dynamic and static models, ordered sets, summation of ordinal numbers, abstract models (money), basic joins of addition without passing through 10 and with passing through 10) methods of inference, consolidation and automation, didactic addition games, properties of addition, use of word problems to discover properties of addition, practical demonstrations, addition algorithms memory addition by algorithm, written algorithms, addition of multiple numbers, electronic algorithms, correctness test. Solving word problems that lead to addition.
4. Intermediate test on topics 1,2,3.
5. Subtraction of natural numbers. Introduction of subtraction of natural numbers, subtraction by subtraction and subtraction by addition, dynamic and static models, ordered sets, virtual and abstract models, notation of operations and the relationship between addition and subtraction, basic subtraction joins (without passing through 10 and with passing through 10) methods of inference, consolidation and automation, didactic games for subtraction , properties of subtraction, subtraction as difference, preserving the difference, use of word problems to discover properties of subtraction, practical demonstrations, subtraction algorithms memory subtraction by algorithm, written subtraction, discovering, explaining and performing algorithms, reversing the order of operations of addition and subtraction, electronic algorithms, test of correctness. Solving word problems that lead to subtraction, solving compound word problems using addition and subtraction. Development of financial literacy, observation of rules in addition and subtraction of natural numbers.
6. Introduction of multiplication of natural numbers, multiplication as an outer and inner operation, multiplication as union of equivalent sets, models (disordered elements, linearly ordered elements, number axis), elements arranged in the form of a rectangle, discovery of properties of multiplication, multiplication as the number of elements of ordered pairs, relationship between addition and multiplication, basic multiplication joints, inferring fixing and automating, distribution of fixing basic multiplication joints according to difficulty, multiplication algorithms, direct proportionality and multiplication table, direct proportionality graphs, Word problems on multiplication, compound word problems with multiplication operation even with two (three) different operations.
7. Intermediate test on topics 4,5.
8. Division of natural numbers. Introduction of division by content and division into equal parts, dynamic and static models, relationship between multiplication and division, derivation of basic conjugations of division, use of basic conjugations of multiplication in memorizing basic conjugations of division, properties of division, use of word problems in discovering properties of division, division with remainder, relationship of division and subtraction, relationship between divisor and remainder, division algorithms, memory division, decomposing a divisor into multiples of the divisor, written division by a one-digit divisor, division word problems, fraction as part of a whole (division by 1), fraction as the number of elements of a part of a whole, part of a whole expressed by different fractions, comparing fractions, decimal fractions, word problems solved with fractions, indirect proportionality
9. 9Word problems at the first level of primary school. Simple and compound word problems. Division, solutions. Indirectly formulated word problems, graphical solution and graphical



representation of word problems, analytical and synthetic solution, different solution strategies. Equations and inequalities in the curriculum of primary school level 1. methods of solving equations and inequalities resulting from the analysis of word problems.

10. Functions and dependencies in primary education. examples of dependencies , tables, sequences of problems, graphs and diagrams, development of functional thinking by finding functional relationships between two variables.

11. Presenting and defending group projects.

**Recommended literature:**

Odporúčaná literatúra:

HEJNÝ M., & KUŘINA, F. Dítě, škola a matematika. Portál: Praha, 200.

KOŽUCHOVÁ, M. a kol. Kurikulum primárneho vzdelávania. 2019.

PARTOVÁ, E. Vyučovanie matematiky pomocou moderných technológií. 1 vyd. Bratislava: Univerzita Komenského, 2011.

PARTOVÁ, E. Vyučovanie aritmetiky v primárnom vzdelávaní. (Elektronický kurz v LMS moodle v aktuálnom akademickom roku.)

PARTOVÁ, E., & MARCINEK, T.: Metódy vyučovania matematiky v primárnom vzdelávaní 1. Verbum, Ružomberok 2020.

**Languages necessary to complete the course:**

Slovak language or English language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 255

A	ABS	B	C	D	E	FX
1,18	0,0	5,88	18,04	27,84	36,08	10,98

**Lecturers:** PaedDr. Martina Totkovičová, PhD.

**Last change:** 24.09.2023

**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.KPEP/M-UPVex015/22	<b>Course title:</b> Teaching geometry in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope: 10 hours/semester + 10 hours of listening practice/semester + 12 hours of self-study; a total of 32 hours per semester, by the combined method, mostly in attendance. Organizational form: combined (primarily face-to-face) Student workload: 5x 2 hours of direct teaching = 10 hours; 10 hours of practice + preparation for practice (3) + analyzes (10) = 23 hours preparation of seminar paper = 15 hours; preparation for intermediate tests (8 + 8) = 16 hours; exam preparation = 14 hours of exam preparation. A total of 90 hours of student work. Teaching methods: activating and interactive methods, situational methods - case studies (video analysis), dialogic methods (discussion), problem methods (creating a thought map, brainstorming, solving problem tasks), working in groups, practical methods (practical activities in geometry and its teaching), e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Conditions for successful completion of the subject: To pass the course, active participation during the classes is assumed. The assessment includes: <ul style="list-style-type: none"> <li>• 2 interim tests (the first in the middle of the semester after the 5th topic, the second at the end of the interim teaching, both tests for 25 points each);</li> <li>• preparation of a seminar paper (15 points) on the topic assigned in the first teaching week;</li> <li>• Completion of 10 hours of subject-specific professional teaching practice and submission of a report (15 points);</li> <li>• an exam (20 points), on theoretical knowledge and practical skills necessary for teaching geometry.</li> </ul> In order to complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale:	

A (100-91%, excellent - excellent results) - the student has an excellent level of theoretical knowledge of geometry, can independently and without errors define geometric concepts, knows their properties and relationships between them, knows the methodology of teaching geometry, without professional and methodological errors can design and formulate tasks, assignments, and activities for pupils, can analyze and critically assess and create methodical materials for teaching geometry.

B (90-81%, very good - above average standard) - the student is very well versed in professional geometric topics and in the methodology of teaching geometry, can apply knowledge and propose practical activities in teaching geometry without significant errors, can critically assess and justify teaching materials for teaching geometry, can teach geometric subjects at a very good level at the primary level of education.

C (80-73%, good - ordinary reliable work) - the student has good geometric knowledge and understands geometric concepts and relationships reasonably, but with more significant errors. The student knows well the methodological procedures in teaching geometry, knows how to apply them, and can project the teaching of geometry in primary education.

D (72-66%, satisfactory - acceptable results) - the student understands geometric concepts, knows their properties and relationships between them at a satisfactory level, and knows and can apply methodological procedures in teaching geometry at an acceptable level.

E (65-60%, sufficient - the results meet the minimum criteria) - the student has mastered the basics of the geometric curriculum and methodological procedures, understands the basic geometric concepts, and can explain them, but with significant terminological and language errors. The student can apply simple methodological procedures in the teaching of geometry and needs more significant professional help.

Fx (59-0%, insufficient - additional work is required) - the student does not have sufficient professional knowledge, does not acquire geometric concepts sufficiently concerning their understanding, and does not master the methodological procedures necessary for teaching geometry.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The main goal of the course is for the student to acquire the competencies necessary for teaching geometry in primary education. Students can practically implement various methods of making the geometry curriculum available at the primary level of elementary school, methods of modeling geometric concepts, and methods of discovering procedures in geometry. The student can plan and implement elementary mathematics lessons focusing on the geometric part of the curriculum. During practice, the student can observe and analyze the critical elements of teaching geometry. It can create stimulating environments for manipulative geometric activities in real and virtual environments. Knows both the theoretical and practical part of the educational content and methods for independent student discovery of geometric properties and relationships. The student understands the importance of geometric activities for practical life and the development of students' creativity, and the student is aware of the importance of acquiring practical geometric experiences for primary education students. The student is competent in using digital technologies and software environments for teaching geometry. The student knows the levels of geometric thinking of children of younger school age, can diagnose and evaluate the level of geometric thinking of pupils and propose individual educational interventions according to their needs and abilities. The student can use different organizational forms when teaching geometry and encourage students to acquire geometric knowledge actively.

### **Class syllabus:**

Course outcomes of subject (content):

Course contents:

1. Introduction to the study of the subject. The student's levels of geometric reasoning and reflection in the geometry curriculum. The student will get to know the theoretical starting points about the levels of geometric reasoning of primary education pupils, understand the process of creating geometric ideas and understand the importance of educational interventions in developing the geometric reasoning of primary education pupils with the acceptance of their current educational needs, abilities, and interests. The student can diagnose the level of students' geometric thinking and propose educational interventions.
2. Basic and derived concepts of school geometry. The student will acquire competencies for teaching primary and derived concepts of school geometry (point, line, line, half-line, plane, half-plane, opposite half-lines, etc.). The student understands and knows how to apply various methodological procedures emphasizing the natural gradation of tasks. Uses professional terminology and age-appropriate language. Can use different models to make concepts accessible.
3. Planar formations in primary mathematics. The student knows plane formations and their properties, can create simple definitions and understands the classification of plane formations according to various criteria. Knows the content and structure of the curriculum on plane shapes in current national documents and available mathematics workbooks. The student knows the methodology of introducing concepts and can design manipulative and virtual activities for working with planar structures.
4. Methods of introducing concepts: circle, circle, angle. The student knows and understands the definitions of the terms circle, circle, and angle as sets of points with a given property. Knows the terms convex, non-convex angle, adjacent and contact angle, right angle, interior and exterior angles of triangles, etc. The student knows the activation methods of making the mentioned concepts and their properties available, the methodology of drawing circles, and the principles of work and safety when working with compasses.
5. Simple geometric constructions in the plane by drawing and other tools. Simple geometric constructions in the dynamic geometric system Geogebra. The student knows and can justify drawing simple geometric constructions (transfer of a line/angle, comparison, graphical sum and difference, an axis of an angle, line, etc.). Knows and knows how to apply practical activities in which the mentioned procedures are used in everyday life in many professions. Understands the importance of constructions with other tools (with natural objects and software tools) as essential to developing student competencies. The student can use a dynamic geometric system for the needs of teaching, not only geometric subjects.
6. First intermediate test. Folding and unfolding planar formations. The student can professionally and methodically design motivational and didactic activities to assemble and disassemble planar formations using various puzzles (e.g. Tangram, Puzzle). Students can design their own activities aimed at, for example, filling in part of a plane (so-called tessellations).
7. Matching views, properties, and composition. Knows consistent representations in a plane (axis symmetry, central symmetry, displacement, rotation), their properties and applications suitable for primary education students. Understands the process of composing matched views. The student can independently solve tasks that apply identical views in a square grid and without it. At an adequate level, the student can propose a methodical procedure for working with identical images (eg using a mirror to create symmetrical shapes).
8. Development of spatial imagination. Solids in primary mathematics. The student knows the methods for developing the spatial imagination of primary education students, for example, using cubes, playing blocks, building blocks, and pedagogical software. The student understands and can form simple definitions of solids (for example, cube, sphere, pyramid, prism, regular polyhedra, etc.), knows their properties, and can sort them. Can project teaching about bodies using networks of bodies. Can use free parallel projection to represent simple polyhedra. The student can diagnose the level of students' spatial imagination and propose an individual educational intervention. The

student can propose different forms and work methods aimed at developing students' spatial imagination and supporting them in teamwork.

9. Buildings from blocks. The student knows how to record structures from bodies (free parallel projection, plan, three views - elevation, floor plan, side view, cipher or verbal description). The student can design a graded sequence of tasks according to the student's abilities and use modern means (software, applets, interactive whiteboard, tablet, phone) to visualize constructions made of blocks and their views. It can support students in discovering procedures and developing their natural mathematical language, especially when describing a building made of blocks.

10. Rate and measurement in primary education. The student knows the theoretical basis of measure and measurement (Jordan's theory of measure, Archimedes' axiom, properties of measure). Can organize activities aimed at determining the rate using various aids. The student can determine the measure of a line segment and an angle, the measure of polygons (perimeter, content), and the measure of selected spatial formations (cube volume). Can design didactic procedures and choose appropriate organizational forms for teaching measure and measurement. The student knows to own various units and universal units of measure can perform conversions between units, and has mastered methodological procedures for teaching the given topic. Understands the importance of estimation in understanding measure and units of measure.

11. Second interim test. Methods of developing the ability of orientation in the plane and in space. The student understands the importance of orientation and knows the methods of developing it in different environments (square grid, labyrinths, software applications). The student accepts the psychological starting points for the development of pupils regarding the area of developing orientation in space and knows how to apply them in the form of tasks, activities, and other interventions. Can formulate and solve tasks for determining position, direction (movement), orientation in the plane, orientation in space, and understanding the difference between them.

#### **Recommended literature:**

Compulsory/Recommended readings:

- Žilková, K (2013). Geometria. Pedagogická fakulta TU: Trnava. ISBN 978-80-8082-689-5. Dostupné na <https://pdf.truni.sk/e-ucebnice/geometria/>
  - Žilková, K (2013). Teória a prax geometrických manipulácií v primárnom vzdelávaní. Praha: PowerPrint.
  - Partová, E., & Marcinek, T. (2020). Metódy vyučovania matematiky v primárnom vzdelávaní. Ružomberok: Verbum. (výber len geometrického učiva)
- Another study text will be available to students at regular intervals in electronic form via LMS Moodle - a course called: Teaching geometry in primary education.

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

Slovak language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 254

A	ABS	B	C	D	E	FX
1,97	0,0	12,6	18,11	25,59	24,41	17,32

#### **Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex015/22	<b>Course title:</b> Teaching geometry in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope: 10 hours/semester + 10 hours of listening practice/semester + 12 hours of self-study; a total of 32 hours per semester, by the combined method, mostly in attendance. Organizational form: combined (primarily face-to-face) Student workload: 5x 2 hours of direct teaching = 10 hours; 10 hours of practice + preparation for practice (3) + analyzes (10) = 23 hours preparation of seminar paper = 15 hours; preparation for intermediate tests (8 + 8) = 16 hours; exam preparation = 14 hours of exam preparation. A total of 90 hours of student work. Teaching methods: activating and interactive methods, situational methods - case studies (video analysis), dialogic methods (discussion), problem methods (creating a thought map, brainstorming, solving problem tasks), working in groups, practical methods (practical activities in geometry and its teaching), e-learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Conditions for successful completion of the subject: To pass the course, active participation during the classes is assumed. The assessment includes: <ul style="list-style-type: none"> <li>• 2 interim tests (the first in the middle of the semester after the 5th topic, the second at the end of the interim teaching, both tests for 25 points each);</li> <li>• preparation of a seminar paper (15 points) on the topic assigned in the first teaching week;</li> <li>• Completion of 10 hours of subject-specific professional teaching practice and submission of a report (15 points);</li> <li>• an exam (20 points), on theoretical knowledge and practical skills necessary for teaching geometry.</li> </ul> In order to complete the subject, it is necessary to obtain at least 60% of the point evaluation. The rating is given on a scale:	

A (100-91%, excellent - excellent results) - the student has an excellent level of theoretical knowledge of geometry, can independently and without errors define geometric concepts, knows their properties and relationships between them, knows the methodology of teaching geometry, without professional and methodological errors can design and formulate tasks, assignments, and activities for pupils, can analyze and critically assess and create methodical materials for teaching geometry.

B (90-81%, very good - above average standard) - the student is very well versed in professional geometric topics and in the methodology of teaching geometry, can apply knowledge and propose practical activities in teaching geometry without significant errors, can critically assess and justify teaching materials for teaching geometry, can teach geometric subjects at a very good level at the primary level of education.

C (80-73%, good - ordinary reliable work) - the student has good geometric knowledge and understands geometric concepts and relationships reasonably, but with more significant errors. The student knows well the methodological procedures in teaching geometry, knows how to apply them, and can project the teaching of geometry in primary education.

D (72-66%, satisfactory - acceptable results) - the student understands geometric concepts, knows their properties and relationships between them at a satisfactory level, and knows and can apply methodological procedures in teaching geometry at an acceptable level.

E (65-60%, sufficient - the results meet the minimum criteria) - the student has mastered the basics of the geometric curriculum and methodological procedures, understands the basic geometric concepts, and can explain them, but with significant terminological and language errors. The student can apply simple methodological procedures in the teaching of geometry and needs more significant professional help.

Fx (59-0%, insufficient - additional work is required) - the student does not have sufficient professional knowledge, does not acquire geometric concepts sufficiently concerning their understanding, and does not master the methodological procedures necessary for teaching geometry.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The main goal of the course is for the student to acquire the competencies necessary for teaching geometry in primary education. Students can practically implement various methods of making the geometry curriculum available at the primary level of elementary school, methods of modeling geometric concepts, and methods of discovering procedures in geometry. The student can plan and implement elementary mathematics lessons focusing on the geometric part of the curriculum. During practice, the student can observe and analyze the critical elements of teaching geometry. It can create stimulating environments for manipulative geometric activities in real and virtual environments. Knows both the theoretical and practical part of the educational content and methods for independent student discovery of geometric properties and relationships. The student understands the importance of geometric activities for practical life and the development of students' creativity, and the student is aware of the importance of acquiring practical geometric experiences for primary education students. The student is competent in using digital technologies and software environments for teaching geometry. The student knows the levels of geometric thinking of children of younger school age, can diagnose and evaluate the level of geometric thinking of pupils and propose individual educational interventions according to their needs and abilities. The student can use different organizational forms when teaching geometry and encourage students to acquire geometric knowledge actively.

### **Class syllabus:**

Course outcomes of subject (content):

Course contents:

1. Introduction to the study of the subject. The student's levels of geometric reasoning and reflection in the geometry curriculum. The student will get to know the theoretical starting points about the levels of geometric reasoning of primary education pupils, understand the process of creating geometric ideas and understand the importance of educational interventions in developing the geometric reasoning of primary education pupils with the acceptance of their current educational needs, abilities, and interests. The student can diagnose the level of students' geometric thinking and propose educational interventions.
2. Basic and derived concepts of school geometry. The student will acquire competencies for teaching primary and derived concepts of school geometry (point, line, line, half-line, plane, half-plane, opposite half-lines, etc.). The student understands and knows how to apply various methodological procedures emphasizing the natural gradation of tasks. Uses professional terminology and age-appropriate language. Can use different models to make concepts accessible.
3. Planar formations in primary mathematics. The student knows plane formations and their properties, can create simple definitions and understands the classification of plane formations according to various criteria. Knows the content and structure of the curriculum on plane shapes in current national documents and available mathematics workbooks. The student knows the methodology of introducing concepts and can design manipulative and virtual activities for working with planar structures.
4. Methods of introducing concepts: circle, circle, angle. The student knows and understands the definitions of the terms circle, circle, and angle as sets of points with a given property. Knows the terms convex, non-convex angle, adjacent and contact angle, right angle, interior and exterior angles of triangles, etc. The student knows the activation methods of making the mentioned concepts and their properties available, the methodology of drawing circles, and the principles of work and safety when working with compasses.
5. Simple geometric constructions in the plane by drawing and other tools. Simple geometric constructions in the dynamic geometric system Geogebra. The student knows and can justify drawing simple geometric constructions (transfer of a line/angle, comparison, graphical sum and difference, an axis of an angle, line, etc.). Knows and knows how to apply practical activities in which the mentioned procedures are used in everyday life in many professions. Understands the importance of constructions with other tools (with natural objects and software tools) as essential to developing student competencies. The student can use a dynamic geometric system for the needs of teaching, not only geometric subjects.
6. First intermediate test. Folding and unfolding planar formations. The student can professionally and methodically design motivational and didactic activities to assemble and disassemble planar formations using various puzzles (e.g. Tangram, Puzzle). Students can design their own activities aimed at, for example, filling in part of a plane (so-called tessellations).
7. Matching views, properties, and composition. Knows consistent representations in a plane (axis symmetry, central symmetry, displacement, rotation), their properties and applications suitable for primary education students. Understands the process of composing matched views. The student can independently solve tasks that apply identical views in a square grid and without it. At an adequate level, the student can propose a methodical procedure for working with identical images (eg using a mirror to create symmetrical shapes).
8. Development of spatial imagination. Solids in primary mathematics. The student knows the methods for developing the spatial imagination of primary education students, for example, using cubes, playing blocks, building blocks, and pedagogical software. The student understands and can form simple definitions of solids (for example, cube, sphere, pyramid, prism, regular polyhedra, etc.), knows their properties, and can sort them. Can project teaching about bodies using networks of bodies. Can use free parallel projection to represent simple polyhedra. The student can diagnose the level of students' spatial imagination and propose an individual educational intervention. The



student can propose different forms and work methods aimed at developing students' spatial imagination and supporting them in teamwork.

9. Buildings from blocks. The student knows how to record structures from bodies (free parallel projection, plan, three views - elevation, floor plan, side view, cipher or verbal description). The student can design a graded sequence of tasks according to the student's abilities and use modern means (software, applets, interactive whiteboard, tablet, phone) to visualize constructions made of blocks and their views. It can support students in discovering procedures and developing their natural mathematical language, especially when describing a building made of blocks.

10. Rate and measurement in primary education. The student knows the theoretical basis of measure and measurement (Jordan's theory of measure, Archimedes' axiom, properties of measure). Can organize activities aimed at determining the rate using various aids. The student can determine the measure of a line segment and an angle, the measure of polygons (perimeter, content), and the measure of selected spatial formations (cube volume). Can design didactic procedures and choose appropriate organizational forms for teaching measure and measurement. The student knows to own various units and universal units of measure can perform conversions between units, and has mastered methodological procedures for teaching the given topic. Understands the importance of estimation in understanding measure and units of measure.

11. Second interim test. Methods of developing the ability of orientation in the plane and in space. The student understands the importance of orientation and knows the methods of developing it in different environments (square grid, labyrinths, software applications). The student accepts the psychological starting points for the development of pupils regarding the area of developing orientation in space and knows how to apply them in the form of tasks, activities, and other interventions. Can formulate and solve tasks for determining position, direction (movement), orientation in the plane, orientation in space, and understanding the difference between them.

#### **Recommended literature:**

Compulsory/Recommended readings:

- Žilková, K (2013). Geometria. Pedagogická fakulta TU: Trnava. ISBN 978-80-8082-689-5. Dostupné na <https://pdf.truni.sk/e-ucebnice/geometria/>
  - Žilková, K (2013). Teória a prax geometrických manipulácií v primárnom vzdelávaní. Praha: PowerPrint.
  - Partová, E., & Marcinek, T. (2020). Metódy vyučovania matematiky v primárnom vzdelávaní. Ružomberok: Verbum. (výber len geometrického učiva)
- Another study text will be available to students at regular intervals in electronic form via LMS Moodle - a course called: Teaching geometry in primary education.

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

Slovak language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 254

A	ABS	B	C	D	E	FX
1,97	0,0	12,6	18,11	25,59	24,41	17,32

**Lecturers:** prof. PaedDr. Katarína Žilková, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex123/22	<b>Course title:</b> Technical skills in primary education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of training activities Scope, type/method of teaching and organisational form Range: 10PS; 10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Type/method of teaching: seminar Organizational form: part-time, two-disciplinary study Method of study: combined (primarily face-to-face) As part of blended learning, the MOODLE LMS will be used. Student workload (full-time form) Direct teaching: 10 hours Self-study: 12 hours Implementation of partial (distance) tasks: 3 hours x 8 (distance tasks) = 24 hours Test preparation: 20 hours Preparation for interim evaluation (preparation of a semester project): 30 hours Preparation for the exam 16 hours Total student workload: 10 S (3 credits) – 90 hours Teaching methods Monologue methods – lecture, interpretation of the curriculum, Dialogic methods – interview, discussion Constructivist methods: working in small groups; problem solving tasks, project Guided self-study – processing of sub-tasks according to the lecturer's assignment during the semester and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the course: During the semester, students: <ul style="list-style-type: none"> <li>• submit 8 completed assignments of 3 points (for a total of 24 points), which will focus on practical activities from the areas of Man and Work, Technical inventions, Creative use of technical materials,</li> </ul>	

<p>Basics of construction, Technical materials, Catering and preparation of dishes, Folk traditions and crafts, Digital technologies and technical education,</p> <ul style="list-style-type: none"> <li>• at the end of the semester, the student submits and presents the term paper for 46 points</li> <li>• pass a test (within the exam) of theoretical knowledge for 30 points; the test will focus on the following topics: Approaches to technical education in historical perspective, Technical education in the context of STEM and STEAM education, Teaching objectives of technical education and its taxonomy, Design and implementation of teaching, teaching methods and procedures,</li> </ul> <p>It is necessary to score at least 91 points to get a final A rating, at least 81 points to get a B rating, at least 73 points for a C rating, at least 66 points for a D rating and at least 60 points for a E rating. Credits will not be awarded to a student who earns less than 5 points from any of the 8 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the score.</p> <p>The rating is given on a scale of:</p> <p>A (100-91%, excellent – excellent results),  B (90-81%, very well – above average standard),  C (80-73%, well – normal reliable work),  D (72-66%, satisfactory – acceptable results),  E (65-60%, sufficient – the results meet the minimum criteria),  Fx (59-0%, insufficient – extra work required)</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes</p> <p>Objectives and outputs of education: By completing the course, the student will gain an overview of the theories of education in technical education and will know the content of technical education in primary education. The student acquires knowledge of the management of the educational process in primary school within the framework of technical education. Upon completion of the course, the student will be able to manage the educational process by searching for and applying appropriate methods and procedures that will lead pupils to develop technical creativity within the framework of teaching and the promotion of technical interests.</p>
<p><b>Class syllabus:</b></p> <p>Brief outline of the subject:</p> <p>The subject is focused on the goals of technical education in primary education. The content of the activities - work with materials and construction. Preparing the primary education teacher for teaching. Methods of conducting educational activities in technical education classes. The personality of the primary education teacher. The influence of the technique on the pupil - the importance of the technical toy for the development of the pupil's personality in the younger school age.</p> <ol style="list-style-type: none"> <li>1. Approaches to technical education in historical perspective. Technical education in the context of STEM and STEAM education.</li> <li>2. Teaching objectives of technical education and its taxonomy of tasks</li> <li>3. Design and implementation of teaching, teaching methods and procedures</li> <li>4. The content of technical education in primary education.</li> <li>5. Man and work, technical inventions. Creative use of technical materials.</li> <li>6. Basics of konštruovania. Technical materials.</li> <li>7. Catering and preparation of dishes. Folk traditions and crafts.</li> <li>8. Digital technologies and technical education</li> <li>9. – 10. Presentation of semester projects</li> </ol>
<p><b>Recommended literature:</b></p> <p>Recommended literature:</p>

1. Kožuchová, M. a kol. Elektronická učebnica didaktika technickej výchovy. Bratislava: UK 2011. Dostupné na: <http://utv.ki.ku.sk/> , ISBN 978-80-223-3031-2.
2. ŠVP Pracovné vyučovanie, vzdelávacia oblasť Človek a svet práce ISCED1. ŠPÚ. 2009. Dostupné na [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/pracovne\\_vyu\\_ovanie\\_isced1.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/pracovne_vyu_ovanie_isced1.pdf)
3. Koreňová, L., Dostál, J. STEAM education a rozšírená realita v príprave učiteľov primárneho vzdelávania. Súčasnosť a perspektívy pregraduálnej prípravy učiteľov: aká je a aká by mohla byť príprava budúcich učiteľov. Bratislava. Univerzita Komenského v Bratislave, 2019. - S. 75-82

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 141

A	ABS	B	C	D	E	FX
58,87	0,0	26,24	13,48	0,0	0,0	1,42

**Lecturers:** doc. PaedDr. Lilla Koreňová, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex123/22	<b>Course title:</b> Technical skills in primary education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <b>Form of the course:</b> combined	
<b>Type, volume, methods and workload of the student - additional information</b> Type, scope and method of training activities Scope, type/method of teaching and organisational form Range: 10PS; 10 hours per semester + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Type/method of teaching: seminar Organizational form: part-time, two-disciplinary study Method of study: combined (primarily face-to-face) As part of blended learning, the MOODLE LMS will be used. Student workload (full-time form) Direct teaching: 10 hours Self-study: 12 hours Implementation of partial (distance) tasks: 3 hours x 8 (distance tasks) = 24 hours Test preparation: 20 hours Preparation for interim evaluation (preparation of a semester project): 30 hours Preparation for the exam 16 hours Total student workload: 10 S (3 credits) – 90 hours Teaching methods Monologue methods – lecture, interpretation of the curriculum, Dialogic methods – interview, discussion Constructivist methods: working in small groups; problem solving tasks, project Guided self-study – processing of sub-tasks according to the lecturer's assignment during the semester and their transmission in electronic form within a specified period, which the instructor continuously checks and evaluates	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Conditions for successful completion of the course: During the semester, students: <ul style="list-style-type: none"> <li>• submit 8 completed assignments of 3 points (for a total of 24 points), which will focus on practical activities from the areas of Man and Work, Technical inventions, Creative use of technical materials,</li> </ul>	

<p>Basics of construction, Technical materials, Catering and preparation of dishes, Folk traditions and crafts, Digital technologies and technical education,</p> <ul style="list-style-type: none"> <li>• at the end of the semester, the student submits and presents the term paper for 46 points</li> <li>• pass a test (within the exam) of theoretical knowledge for 30 points; the test will focus on the following topics: Approaches to technical education in historical perspective, Technical education in the context of STEM and STEAM education, Teaching objectives of technical education and its taxonomy, Design and implementation of teaching, teaching methods and procedures,</li> </ul> <p>It is necessary to score at least 91 points to get a final A rating, at least 81 points to get a B rating, at least 73 points for a C rating, at least 66 points for a D rating and at least 60 points for a E rating. Credits will not be awarded to a student who earns less than 5 points from any of the 8 assignments. To successfully complete the course, it is necessary to obtain at least 60% of the score.</p> <p>The rating is given on a scale of:</p> <p>A (100-91%, excellent – excellent results),  B (90-81%, very well – above average standard),  C (80-73%, well – normal reliable work),  D (72-66%, satisfactory – acceptable results),  E (65-60%, sufficient – the results meet the minimum criteria),  Fx (59-0%, insufficient – extra work required)</p>
<p><b>Learning outcomes:</b></p> <p>Learning outcomes</p> <p>Objectives and outputs of education: By completing the course, the student will gain an overview of the theories of education in technical education and will know the content of technical education in primary education. The student acquires knowledge of the management of the educational process in primary school within the framework of technical education. Upon completion of the course, the student will be able to manage the educational process by searching for and applying appropriate methods and procedures that will lead pupils to develop technical creativity within the framework of teaching and the promotion of technical interests.</p>
<p><b>Class syllabus:</b></p> <p>Brief outline of the subject:</p> <p>The subject is focused on the goals of technical education in primary education. The content of the activities - work with materials and construction. Preparing the primary education teacher for teaching. Methods of conducting educational activities in technical education classes. The personality of the primary education teacher. The influence of the technique on the pupil - the importance of the technical toy for the development of the pupil's personality in the younger school age.</p> <ol style="list-style-type: none"> <li>1. Approaches to technical education in historical perspective. Technical education in the context of STEM and STEAM education.</li> <li>2. Teaching objectives of technical education and its taxonomy of tasks</li> <li>3. Design and implementation of teaching, teaching methods and procedures</li> <li>4. The content of technical education in primary education.</li> <li>5. Man and work, technical inventions. Creative use of technical materials.</li> <li>6. Basics of konštruovania. Technical materials.</li> <li>7. Catering and preparation of dishes. Folk traditions and crafts.</li> <li>8. Digital technologies and technical education</li> <li>9. – 10. Presentation of semester projects</li> </ol>
<p><b>Recommended literature:</b></p> <p>Recommended literature:</p>

1. Kožuchová, M. a kol. Elektronická učebnica didaktika technickej výchovy. Bratislava: UK 2011. Dostupné na: <http://utv.ki.ku.sk/> , ISBN 978-80-223-3031-2.
2. ŠVP Pracovné vyučovanie, vzdelávacia oblasť Človek a svet práce ISCED1. ŠPÚ. 2009. Dostupné na [https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/pracovne\\_vyu\\_ovanie\\_isced1.pdf](https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/pracovne_vyu_ovanie_isced1.pdf)
3. Koreňová, L., Dostál, J. STEAM education a rozšírená realita v príprave učiteľov primárneho vzdelávania. Súčasnosť a perspektívy pregraduálnej prípravy učiteľov: aká je a aká by mohla byť príprava budúcich učiteľov. Bratislava. Univerzita Komenského v Bratislave, 2019. - S. 75-82

**Languages necessary to complete the course:**

Slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 141

A	ABS	B	C	D	E	FX
58,87	0,0	26,24	13,48	0,0	0,0	1,42

**Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex006/22	<b>Course title:</b> Term project
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 80s <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: Scope, type/method of teaching, and organizational form: teaching practice in the scope of 80 hours per semester in faculty training schools, combined form; (primarily face-to-face). Student's workload: 80sO (8 credits): 40 hours of practice (listening, output, analysis) and 40 hours of lesson analysis (distance learning); 100 hours of teaching preparation; 30 hours preparation of the required documents documenting the implementation of practical educational and teaching activities and compilation of a practice diary (portfolio); 10 hours of instruction on the implementation of practicals and submission of documents for assessment; 20 hours of preparation for the colloquial exam. A total of 240 hours of student work. Teaching methods: instruction and explanation of the method of implementing the pedagogical practice, observation, and analysis of lessons in the primary education environment, analysis of teaching units, independent work, consultation with a practicing teacher, pedagogical practice, reflection, and self-reflection. The basis is the implementation of a continuous pedagogical practice, which is divided into an initial inpatient teaching practice and a continuous pedagogical practice, during which the student plans and implements teaching. Before starting the internship, the student completes a mandatory briefing on the course, implementation, and evaluation of the teaching experience, and all the conditions and requirements related to the internship are explained to him. During practice, the student observes the lessons and analyzes and evaluates the observed lessons in a pre-prepared observation sheet. After each day, the trainee teacher will provide the student with feedback in the form of an analysis of the teaching unit, in which he will focus on the professional and didactic side of the subject matter and the interaction between the teacher and the student/students. When preparing for classes, the student uses the method of independent work, and before the implementation of the lesson, he consults with a practice teacher or didactics from the faculty to check the student's preparation. For all taught lessons, the student is obliged to prepare a detailed self-reflection and evaluate his pedagogical activity. During the duration of the pedagogical practice, a maximum of two students are assigned to one trainee teacher. Didactics also present the pedagogical practice as a random control. The students are informed about the control by the faculty as part of the briefing.	
<b>Number of credits:</b> 8	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	



**Prerequisites:****Course requirements:**

Learning outcomes/ Objectives and learning outcomes:

Conditions for successful completion of the subject: The subject is completed by a continuous pedagogical practice, from which the student must independently keep a summary of the required documents documenting the implementation of practical educational and teaching activities. The student evaluation consists of the evaluation of the trainee teacher, the evaluation of the pedagogical diary (portfolio), and the colloquial exam.

The evaluation of the trainee teacher consists of a verbal evaluation, in which the trainee teacher assesses the student's communication and cooperation with the trainee teacher, the student's readiness for practice, the student's interest and activity, his professional and methodological readiness, the organization of the teaching and communication and interaction with the pupils. A practice teacher can award a maximum of 30 points to a student.

A student can get a maximum of 40 points for a pedagogical diary (portfolio), which forms a summary of the required documents documenting the implementation of practical educational and teaching activities. The pedagogical diary should contain an opening page with a sworn statement, a description of the primary school and the class, a description of the preferred teaching model, a selection of 8 observation sheets and the corresponding analyzes of the lessons, a selection of 8 lesson preparations and the corresponding analyzes of the lessons and self-reflection of the student, didactic tools used and pedagogical documentation. The student also adds an assessment from the practice teacher to the portfolio.

After completing the internship and submitting the internship diary, the student takes a colloquial exam, for which he prepares a presentation about the internship and defends the internship in front of the committee. At the colloquial exam, the student can get another 30 points, which are part of the evaluation.

At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To complete the subject, it is necessary to obtain at least 60% of the point evaluation.

The rating is given on a scale:

A (100-91%, excellent - excellent results): the student has an excellent command of theoretical knowledge about the functioning of primary education and can apply theoretical knowledge to pedagogical practice at a high level. The student can objectively analyze and evaluate the pedagogical process, independently and at a high level, and project and implement the teaching of primary education. The student knows how to react promptly and spontaneously during teaching practice, is proactive, and demonstrates creative and original solutions in practice.

B (90-81%, very good - above average standard): the student has mastered theoretical knowledge about the functioning of primary education and can apply theoretical knowledge to pedagogical practice at a very good level. The student can objectively analyze and evaluate the pedagogical process, independently and at a very good level, and project and implement the teaching of primary education. During the implementation of pedagogical practice, the student shows only minor shortcomings, which he can remove based on self-reflection and the help of a trainee teacher.

C (80-73%, good – normal reliable work): the student has an average level of theoretical knowledge about the functioning of primary education and can adequately apply theoretical knowledge to pedagogical practice. The student can objectively analyze and evaluate the pedagogical process, independently and at an average level, and project and implement the teaching of primary education. During the implementation of pedagogical practice, the student shows less initiative and needs regular help from the trainee teacher. Deficiencies in practice can be eliminated based on self-reflection and the help of a trainee teacher.

D (72-66%, satisfactory - acceptable results): the student masters the theoretical knowledge of the functioning of primary education at a satisfactory level and can adequately apply it in pedagogical practice. The student can analyze and evaluate the pedagogical process and project and implement the teaching of primary education at a satisfactory level with the help of a practicing teacher. During the implementation of pedagogical practice, the student shows less initiative, does not come up with his solutions, and needs regular help from the trainee teacher. Deficiencies in practice can be eliminated based on self-reflection and the help of a trainee teacher.

E (65-60%, sufficient – the results meet the minimum criteria): the student has a low level of theoretical knowledge about the functioning of primary education and has deficiencies in applying theoretical knowledge to pedagogical practice. The student needs the regular help of a trainee teacher in analyzing and evaluating the pedagogical process, as well as in designing and implementing the teaching of primary education. During the implementation of pedagogical practice, the student shows less initiative and needs regular help from the trainee teacher. Deficiencies in practice can be eliminated based on self-reflection and the help of a trainee teacher.

Fx (59-0%, insufficient - additional work is required): the student has significant deficiencies in the field of theoretical knowledge of primary education and/or in their application in pedagogical practice. The student receives an assessment if he gets less than 60 points from the overall assessment.

Evaluation of the trainee teacher 30%, evaluation of the pedagogical diary 40%, defense 30% of the total 100% evaluation. Credits will not be granted to a student who does not complete any of the assigned topics and tasks.

### **Learning outcomes:**

Course outcome of the subject:

Educational goals and outcomes: the goal of the course is to apply theoretical knowledge in pedagogical practice. The student observes the educational process, then prepares, implements and reflects on the teaching process. The aim is to develop the teacher's professional competencies with an emphasis on subject-professional, didactic and psycho-didactic, pedagogical, social, communication, and managerial competencies. After completing the course, the student:

- can analyze lessons from the point of view of goals, methods, teaching forms, and didactic tools, from the point of view of the development of student's cognitive functions, from the point of view of motivation and activation of students, from the point of view of communication between the teacher and students,
- can design effective lessons,
- independently design and implement the teaching of primary education,
- can assess his learned lessons and carry out reflection and self-reflection on them,
- can apply theoretical knowledge to one's pedagogical practice,
- effectively manage the teaching process.

As part of completing the subject, the student will develop the following transferable skills: communication, organizational, digital, analytical, interpersonal, and metacognitive, as well as creativity and the ability to think critically, motivation, and the ability to learn and think in context. In the case of participation in online education during teaching practice, the student also develops the necessary competencies for planning and implementing online teaching. The student also develops competencies in the field of using digital technologies in teaching, depending on the material provision of the specific training school to which he is enrolled.

### **Class syllabus:**

A brief outline of the course: the content of the course with specific topics contributes to the profile of the graduate (goals and learning outcomes), which focuses on:

- Goals and organization of continuous pedagogical practice, the structure of the semester project.

- Analysis of the lesson in terms of goals, methods, teaching forms, and didactic means. The skills of analysis and reflection on the lesson are developed. It examines whether and how specific goals were met, the suitability and contribution of methods, organizational forms, and didactic means to meet the set goals.
- Analysis of the lesson from the point of view of the development of student's cognitive functions. The skills of analysis and reflection of the lesson are developed with an emphasis on the student's learning and cognitive functions.
- Analysis of the lesson in terms of student motivation and activation. Analysis of ways of motivating and activating students and their subsequent impact on the course of the lesson.
- Analysis of the lesson from the point of view of the teacher's communication with the students. Development of pedagogical communication and communication competencies of the student.
- Designing and implementing primary education teaching. The given content contributes to the development of the student's pedagogical and didactic competences so that he can independently project and implement the teaching of primary education and effectively design the teaching process.
- 4 weeks of continuous pedagogical practice. During pedagogical practice, the student develops the ability to carry out educational activities following applicable school legislation, to design and implement educational activities in all educational areas, and to choose appropriate organizational forms and teaching methods.

#### **Recommended literature:**

Compulsory/Recommended readings:

# KOŽUCHOVÁ, M. a kol. (2019). Kurikulum primárneho vzdelávania. Bratislava: UK. ISBN 978-80-223-4767-9.

# KOSOVÁ, B., TOMENGOVÁ, A. a kol. (2015). Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum. ISBN 978-80-557-0860-7. Dostupná na: <https://www.minedu.sk/data/att/8032.pdf>

# PETLÁK, E. (2002). Pedagogicko-didaktická práca učiteľa. Bratislava: IRIS. ISBN 80-89018-05-X.

# ZELINA, M. (2006). Kvalita školy a mikrovýučovacie analýzy. 1. vyd. Bratislava: OG-Vydavateľstvo Poľana. ISBN 80-89192-29-7.

# GAVORA, P. a kol. (2003). Učiteľ a žiaci v komunikácii. Bratislava: Vydavateľstvo UK. ISBN 80-223-1716-0.

# PETLÁK, E., HUPKOVÁ, M. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: Iris. ISBN 80-89018-77-7.

TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus. ISBN 978-80-89510-61-0.

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

Slovak language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 201

A	ABS	B	C	D	E	FX
15,92	0,0	42,29	20,9	10,45	5,47	4,98

**Lecturers:** prof. PhDr. Mária Kožuchová, CSc., prof. PaedDr. Katarína Žilková, PhD., doc. Mgr. Mária Belešová, PhD., Mgr. Lenka Szentesiová, PhD., Mgr. Veronika Valkóová, PhD.

**Last change:** 19.09.2023

**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.KPEP/M-UPVex006/22	<b>Course title:</b> Term project
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 80s <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: Scope, type/method of teaching, and organizational form: teaching practice in the scope of 80 hours per semester in faculty training schools, combined form; (primarily face-to-face). Student's workload: 80sO (8 credits): 40 hours of practice (listening, output, analysis) and 40 hours of lesson analysis (distance learning); 100 hours of teaching preparation; 30 hours preparation of the required documents documenting the implementation of practical educational and teaching activities and compilation of a practice diary (portfolio); 10 hours of instruction on the implementation of practicals and submission of documents for assessment; 20 hours of preparation for the colloquial exam. A total of 240 hours of student work. Teaching methods: instruction and explanation of the method of implementing the pedagogical practice, observation, and analysis of lessons in the primary education environment, analysis of teaching units, independent work, consultation with a practicing teacher, pedagogical practice, reflection, and self-reflection. The basis is the implementation of a continuous pedagogical practice, which is divided into an initial inpatient teaching practice and a continuous pedagogical practice, during which the student plans and implements teaching. Before starting the internship, the student completes a mandatory briefing on the course, implementation, and evaluation of the teaching experience, and all the conditions and requirements related to the internship are explained to him. During practice, the student observes the lessons and analyzes and evaluates the observed lessons in a pre-prepared observation sheet. After each day, the trainee teacher will provide the student with feedback in the form of an analysis of the teaching unit, in which he will focus on the professional and didactic side of the subject matter and the interaction between the teacher and the student/students. When preparing for classes, the student uses the method of independent work, and before the implementation of the lesson, he consults with a practice teacher or didactics from the faculty to check the student's preparation. For all taught lessons, the student is obliged to prepare a detailed self-reflection and evaluate his pedagogical activity. During the duration of the pedagogical practice, a maximum of two students are assigned to one trainee teacher. Didactics also present the pedagogical practice as a random control. The students are informed about the control by the faculty as part of the briefing.	
<b>Number of credits:</b> 8	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	

**Prerequisites:****Course requirements:**

Learning outcomes/ Objectives and learning outcomes:

Conditions for successful completion of the subject: The subject is completed by a continuous pedagogical practice, from which the student must independently keep a summary of the required documents documenting the implementation of practical educational and teaching activities. The student evaluation consists of the evaluation of the trainee teacher, the evaluation of the pedagogical diary (portfolio), and the colloquial exam.

The evaluation of the trainee teacher consists of a verbal evaluation, in which the trainee teacher assesses the student's communication and cooperation with the trainee teacher, the student's readiness for practice, the student's interest and activity, his professional and methodological readiness, the organization of the teaching and communication and interaction with the pupils. A practice teacher can award a maximum of 30 points to a student.

A student can get a maximum of 40 points for a pedagogical diary (portfolio), which forms a summary of the required documents documenting the implementation of practical educational and teaching activities. The pedagogical diary should contain an opening page with a sworn statement, a description of the primary school and the class, a description of the preferred teaching model, a selection of 8 observation sheets and the corresponding analyzes of the lessons, a selection of 8 lesson preparations and the corresponding analyzes of the lessons and self-reflection of the student, didactic tools used and pedagogical documentation. The student also adds an assessment from the practice teacher to the portfolio.

After completing the internship and submitting the internship diary, the student takes a colloquial exam, for which he prepares a presentation about the internship and defends the internship in front of the committee. At the colloquial exam, the student can get another 30 points, which are part of the evaluation.

At least 91 points are required to obtain a final grade A, at least 81 points to obtain a B grade, at least 73 points for a C grade, at least 66 points for a D grade, and at least 60 points for an E grade. To complete the subject, it is necessary to obtain at least 60% of the point evaluation.

The rating is given on a scale:

A (100-91%, excellent - excellent results): the student has an excellent command of theoretical knowledge about the functioning of primary education and can apply theoretical knowledge to pedagogical practice at a high level. The student can objectively analyze and evaluate the pedagogical process, independently and at a high level, and project and implement the teaching of primary education. The student knows how to react promptly and spontaneously during teaching practice, is proactive, and demonstrates creative and original solutions in practice.

B (90-81%, very good - above average standard): the student has mastered theoretical knowledge about the functioning of primary education and can apply theoretical knowledge to pedagogical practice at a very good level. The student can objectively analyze and evaluate the pedagogical process, independently and at a very good level, and project and implement the teaching of primary education. During the implementation of pedagogical practice, the student shows only minor shortcomings, which he can remove based on self-reflection and the help of a trainee teacher.

C (80-73%, good – normal reliable work): the student has an average level of theoretical knowledge about the functioning of primary education and can adequately apply theoretical knowledge to pedagogical practice. The student can objectively analyze and evaluate the pedagogical process, independently and at an average level, and project and implement the teaching of primary education. During the implementation of pedagogical practice, the student shows less initiative and needs regular help from the trainee teacher. Deficiencies in practice can be eliminated based on self-reflection and the help of a trainee teacher.

D (72-66%, satisfactory - acceptable results): the student masters the theoretical knowledge of the functioning of primary education at a satisfactory level and can adequately apply it in pedagogical practice. The student can analyze and evaluate the pedagogical process and project and implement the teaching of primary education at a satisfactory level with the help of a practicing teacher. During the implementation of pedagogical practice, the student shows less initiative, does not come up with his solutions, and needs regular help from the trainee teacher. Deficiencies in practice can be eliminated based on self-reflection and the help of a trainee teacher.

E (65-60%, sufficient – the results meet the minimum criteria): the student has a low level of theoretical knowledge about the functioning of primary education and has deficiencies in applying theoretical knowledge to pedagogical practice. The student needs the regular help of a trainee teacher in analyzing and evaluating the pedagogical process, as well as in designing and implementing the teaching of primary education. During the implementation of pedagogical practice, the student shows less initiative and needs regular help from the trainee teacher. Deficiencies in practice can be eliminated based on self-reflection and the help of a trainee teacher.

Fx (59-0%, insufficient - additional work is required): the student has significant deficiencies in the field of theoretical knowledge of primary education and/or in their application in pedagogical practice. The student receives an assessment if he gets less than 60 points from the overall assessment.

Evaluation of the trainee teacher 30%, evaluation of the pedagogical diary 40%, defense 30% of the total 100% evaluation. Credits will not be granted to a student who does not complete any of the assigned topics and tasks.

### **Learning outcomes:**

Course outcome of the subject:

Educational goals and outcomes: the goal of the course is to apply theoretical knowledge in pedagogical practice. The student observes the educational process, then prepares, implements and reflects on the teaching process. The aim is to develop the teacher's professional competencies with an emphasis on subject-professional, didactic and psycho-didactic, pedagogical, social, communication, and managerial competencies. After completing the course, the student:

- can analyze lessons from the point of view of goals, methods, teaching forms, and didactic tools, from the point of view of the development of student's cognitive functions, from the point of view of motivation and activation of students, from the point of view of communication between the teacher and students,
- can design effective lessons,
- independently design and implement the teaching of primary education,
- can assess his learned lessons and carry out reflection and self-reflection on them,
- can apply theoretical knowledge to one's pedagogical practice,
- effectively manage the teaching process.

As part of completing the subject, the student will develop the following transferable skills: communication, organizational, digital, analytical, interpersonal, and metacognitive, as well as creativity and the ability to think critically, motivation, and the ability to learn and think in context. In the case of participation in online education during teaching practice, the student also develops the necessary competencies for planning and implementing online teaching. The student also develops competencies in the field of using digital technologies in teaching, depending on the material provision of the specific training school to which he is enrolled.

### **Class syllabus:**

A brief outline of the course: the content of the course with specific topics contributes to the profile of the graduate (goals and learning outcomes), which focuses on:

- Goals and organization of continuous pedagogical practice, the structure of the semester project.

- Analysis of the lesson in terms of goals, methods, teaching forms, and didactic means. The skills of analysis and reflection on the lesson are developed. It examines whether and how specific goals were met, the suitability and contribution of methods, organizational forms, and didactic means to meet the set goals.
- Analysis of the lesson from the point of view of the development of student's cognitive functions. The skills of analysis and reflection of the lesson are developed with an emphasis on the student's learning and cognitive functions.
- Analysis of the lesson in terms of student motivation and activation. Analysis of ways of motivating and activating students and their subsequent impact on the course of the lesson.
- Analysis of the lesson from the point of view of the teacher's communication with the students. Development of pedagogical communication and communication competencies of the student.
- Designing and implementing primary education teaching. The given content contributes to the development of the student's pedagogical and didactic competences so that he can independently project and implement the teaching of primary education and effectively design the teaching process.
- 4 weeks of continuous pedagogical practice. During pedagogical practice, the student develops the ability to carry out educational activities following applicable school legislation, to design and implement educational activities in all educational areas, and to choose appropriate organizational forms and teaching methods.

#### **Recommended literature:**

Compulsory/Recommended readings:

# KOŽUCHOVÁ, M. a kol. (2019). Kurikulum primárneho vzdelávania. Bratislava: UK. ISBN 978-80-223-4767-9.

# KOSOVÁ, B., TOMENGOVÁ, A. a kol. (2015). Profesijná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum. ISBN 978-80-557-0860-7. Dostupná na: <https://www.minedu.sk/data/att/8032.pdf>

# PETLÁK, E. (2002). Pedagogicko-didaktická práca učiteľa. Bratislava: IRIS. ISBN 80-89018-05-X.

# ZELINA, M. (2006). Kvalita školy a mikrovýučovacie analýzy. 1. vyd. Bratislava: OG-Vydavateľstvo Poľana. ISBN 80-89192-29-7.

# GAVORA, P. a kol. (2003). Učiteľ a žiaci v komunikácii. Bratislava: Vydavateľstvo UK. ISBN 80-223-1716-0.

# PETLÁK, E., HUPKOVÁ, M. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: Iris. ISBN 80-89018-77-7.

TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus. ISBN 978-80-89510-61-0.

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

Slovak language

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 201

A	ABS	B	C	D	E	FX
15,92	0,0	42,29	20,9	10,45	5,47	4,98

**Lecturers:** prof. PhDr. Mária Kožuchová, CSc., Mgr. Veronika Valkóová, PhD., prof. PaedDr. Katarína Žilková, PhD., doc. PaedDr. Eva Severini, PhD., doc. Mgr. Mária Belešová, PhD.

**Last change:** 19.09.2023



**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.KPEP/M-UPVex011/22	<b>Course title:</b> Theory and practice of primary education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Type, scope, and methods of educational activities: 10 PS lectures + seminar + 5 hours of teaching practice in elementary school + 12 hours of self-study; a total of 27 hours per semester, by the combined method, mostly in attendance. 2x5 hours of direct teaching = 10 hours; 12 hours of self-study, 8 p.m. preparation for seminars and practice; 7 hours of preparation for the interim assessment; 8 p.m. preparation for a semester project; 16 hours for the final test; 5 hours for practice. A total of 90 hours of student work. Teaching methods: explanation; lecture; discussion of the discussed topic; brainstorming; method of working with text material; teaching based on practical experience; the method of students' independent work; practice. The basic teaching method is a lecture when learning a new subject matter. The lecture is combined with a discussion in search of concrete solutions, opinions, observations, etc., respectively using the knowledge that the students should have studied on the topic. At the lecture, digital technologies such as PowerPoint are used to present basic ideas, images, schemes, and diagrams, as well as a video recording of a demonstration of the lesson. Various work methods are used at the seminars. Mainly in the topic of teaching methods, brainstorming, project teaching, etc. are used. For the topic of teaching concepts, we use student micro-performances, where the same topic is taught according to different concepts, so that students realize the differences in individual approaches. The method of independent work is mainly used for the topic "Content of primary education", where students look for curricula and content of education in other countries and compare it with our educational program in a discussion. Regarding the topic of organizational forms, we use several forms of teaching organization, mainly group work with the assignment of different types of tasks. Students learn how to divide tasks in a group, how to present the result and how to evaluate group work. Group work is used to present the preparation for the seminar (homework). The method of working with the text is used in teaching methods and in education concepts, it is primarily associated with the EUR method, where INSERT is used for active learning. The self-evaluation method is used when presenting the seminar project, but also during the final evaluation. Distance task method - students learn to evaluate students digitally - create a table of fictitious evaluations of students in the range of at least 20 rows and 10 columns. They try to create various graphic data visualizations from the table.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	

## Prerequisites:

### Course requirements:

Course completion requirements:

Conditions for successful completion of the subject:

The weight of the semester project, the midterm test together with the seminar activity, and the final test are 15/10/10/15/50.

During the semester, the student develops a semester project worth 15 points. This should demonstrate the practical application of the student's theoretical knowledge in connection with the design of the teaching process, while his ability to solve specific problems is monitored. The project is based on a scientific understanding of problems and their practical solution. The student can be aware of them only under the assumption of consistent reflection.

Another 10 points (max.) can be obtained by the student for an ongoing test focused on theoretical knowledge.

A student can get 10 points (max.) for activity at seminars, the aim of which is to deepen the system of knowledge at a practical level in the form of sub-projects. The student must demonstrate an active scientific-methodological and creative approach to assigned tasks.

The student can get - 15 points (min. 9 points) for practice in elementary school focused on the organizational competence of the teacher and on cooperation with the family, where he demonstrates analytical and evaluative thinking and creativity. Pedagogical practice is evaluated by a trainee primary school teacher according to the criteria we have compiled and in turn by teachers at seminars.

The student can apply for the final knowledge test provided that he has obtained at least the minimum number of points in each part of the interim assessment, namely:

- Semester project – 15 points (min. 9 points)
- Activity at seminars – 10 points (min. 6 points)
- Continuous test – 10 points (min. 6 points)
- Experience in a primary school focused on the organizational competence of the teacher and cooperation with the family - 15 points (min. 9 points)
- Knowledge final test – 50 points (must pass at least 30 points)

100-95% A; 94-89% B; 88-80% C; 79-72% D; 71-60% E; 59% - 0% FX

The rating is given on a scale:

A (100-95%, excellent - excellent results): the student has an excellent command of the rules and principles of the functioning of primary education and education; solves tasks in a creative way, knows how to 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 experiences and observations from practice into the teaching. His oral and written speech is correct, citation correct, and grammatically flawless and he scored at least 47 points from the first four items.

B (94-89%, very good - above average standard): the student controls the rules and principles of functioning of primary education and education with minor deficiencies, has acquired key competencies, knows how to respond promptly to the teacher's challenges during lectures, the student is proactive and asks questions in the context of the problem being solved. His written speech in the seminar paper is correct, grammatically correct, and creative. He brings his own experiences and observations from practice into the teaching. The results of his activities are of high quality, with minor shortcomings. When evaluating the first four items, he scored at least 44 points.

C (88-80%, good – normal reliable work): the student controls the rules and principles of functioning of primary education and education at an average, i.e. good level, has acquired key competencies, knows how to respond to the teacher's challenges. He himself is not proactive, he

does not ask questions in the context of the problem being solved. His communication style does not seem disruptive, but he is not sure of his answer and his speech does not have significant disruptive elements. Experience from practice is transferred to problems. His grammatical expression is of lower quality. The first four items are evaluated with at least 40 points.

D (79-72%, satisfactory - acceptable results): the student masters the subject at a satisfactory level. He knows the theory with minor gaps, but he does not know how to apply it to solving practical experiences. During teaching, he is not very active, does not bring new solutions, and takes the role of a passive observer. For the student, memorization rather than critical thinking prevails. Analysis from practice is less constructive. His written speech has certain inaccuracies and even more serious shortcomings. The first four evaluation items are evaluated with a minimum of 36 points.

E (71-60%, sufficient - the results meet the minimum criteria): the student controls the laws and principles of functioning of primary pedagogy at a low level, reacts to the teacher's instructions and challenges with significant inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem being solved. He applies theoretical knowledge to significant problems, but on a practical level, he does not have recommendations for the right solutions. 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. Students' grammatical expression is not flawless and stylistically correct, and the first four items are evaluated with at least 30 points.

Fx (59-0%, insufficient - more additional work required): this grade is given to a student if he does not meet some of the required minimum criteria and is not admitted to the final test. Also, if he gets less than 30 points in the first four items, he also gets less than 30 points in the final test. It means that the student has not acquired knowledge and skills to such an extent that would enable him to meet at least the minimum criteria for awarding a successful assessment.

Scale of assessment (preliminary/final): 15/10/10/15/50.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Acquire the theoretical line of the education process at the primary level of elementary school and master the basic didactic characteristics. To compare and subsequently analyze different concepts of education in Slovakia and abroad. To identify problems occurring in the environment of primary education and to look for ways to solve them. Actively acquire new knowledge. Design, implement, and evaluate teaching in primary education. Know the importance of primary education in the process of lifelong education in a wider social context.

The semester project is usually focused on solving specific problems in the course of teaching and on the cooperation of the class teacher with the family. The student should acquire the competencies of the teacher's work in the management and evaluation of teaching. To acquire competencies in the field of organization and management of the class (preparation, progress, and evaluation of the class asset, method of communication between the teacher and the student's family, and administrative activities of the teacher). The student can think analytically, synthetically, and creatively, is capable of argumentation, and knows how to adapt and defend his own position on any given problem in the context of the presented topics. He is able to think in contexts, which he will be able to develop in various situations arising in the position of a teacher.

Activity at seminars during the semester is regularly evaluated. The student knows how many points he got in each seminar. If he did not have the opportunity to register at the seminar due to the more significant activity of other students, he has the opportunity to hand over his preparation to the teacher. At the time of online teaching, he puts his materials into the file created by the team. Assignments for each seminar are in the course syllabus.

The midterm test is usually in the middle of the semester. With it, the student demonstrates the level of theoretical knowledge of the subject and whether he can apply theoretical knowledge to practical

situations. Internship in elementary school focused on the organizational competence of the teacher and cooperation with the family - its goal is to master organizational tasks related to the preparation and organization of teaching and cooperation with the family (preparation and management of class assets, communication with parents, etc.). The practice is evaluated by the training teacher and the relevant methodologists, and the protocols from the practice are verified by the subject teacher. Their analysis takes place at the seminar.

Knowledge final test - with it, the student proves the level of mastery of the subject's professional content and professional terminology. The test verifies the extent to which the student can apply knowledge from the subject to practical situations. Evaluative and creative thinking is also required. A minimum of 30 points is required to pass the final test. The test during distance learning is implemented via the Microsoft 365 platform. The student is not entitled to repeat the final test, as the subject ends with an assessment, not an exam. In this case, the subject is repeated the next semester.

### **Class syllabus:**

Course outcomes of subject (content):

The course syllabus is designed in such a way that, after its practical teaching, students can apply theoretical knowledge to the practical context of the teaching profession. The graduate masters the professional content and terminology of the relevant thematic elements of the given lectures and know how to practically apply them in practice (at seminars and in a semester project). He can actively work with the acquired knowledge and use it in the position of a pedagogical employee in primary education. The graduate is able to deepen and expand his knowledge, abilities, and skills in his profession throughout his life. The theoretical knowledge that the student acquires during the subject Theory and Practice of Primary Education will enable him to create the foundations of his own teaching style, develop his skills, examine the quality and effectiveness of the pedagogical activity, and the ability to flexibly change approaches and strategies of activity.

1. The role of primary education in the process of lifelong learning (terminology, goals, content, and pedagogical strategies). The topic is focused on correct pedagogical terminology. The student becomes familiar with the purpose and content of primary education and education in a wider context up to lifelong learning. Graduates of the study program will acquire basic terminological knowledge and skills related to the issues of preschool and elementary pedagogy. Can acquire new knowledge in an active way (from the lecture and by direct application by completing the assignment for the seminar), integrate and use it in applications for the development of the department.

2. Entry of the child to school; examining school readiness. The aim of the lecture is to gain knowledge about examining a child's readiness for school and about the principles of children's cognition at a younger school age. At the seminar, students present various programs for diagnosing school readiness. The student should acquire the competence to organize, implement and evaluate various indicators of school readiness (speech, motor skills, sociability, graphomotor skills, and others). The student knows the developmental characteristics of a child of younger school age, which he can apply in upbringing and education.

3. Theoretical foundations of education and concepts of teaching. The goal is to become familiar with and evaluate the basic concepts of teaching (behavioristic, humanistic, and constructivist approaches). To analyze the positive aspects of these concepts, but also to know their shortcomings. At the seminar, we apply all three approaches to the same topic (underground mole) in the form of student micro-performances. The other students represent the pupils, but each student will be given a task to be assessed after the micro-performance. Through the topic, the student acquires the ability to assess several concepts of education, is able to decide on the choice of his own concept, and can justify his choice. He is able to argue about the concepts of education and defend his opinion.

4. Goals and functions of primary education - legislative and conceptual framework. The goal of the topic is to become familiar with the overall concept of basic documents at the level of state

requirements (state educational program) and the creation of the second level of curriculum (school educational program). The student should acquire the ability to apply educational and educational programs of the relevant institutions and to create (participate in) the creation of the school's educational program. He can evaluate the educational standard of the subject (according to his own choice) and he can search for basic education documents of another country and compare it with our educational program.

5. Content of primary education and curricular reforms. Reasons for curricular changes. The goal of the topic is to characterize the content of education, what functions education fulfills, and the factors that influence the content of education. We are the country where curricular reforms occur most often. To think about it together and analyze the reforms over the last 10-15 years - the positives and negatives of the reform changes. At the seminar, characterize the educational content of the selected subject and analyze it from several aspects. The student is able to respond flexibly to the changing environment. He is able to sensitively perceive education strategies and can assess them from several aspects.

6. Designing and managing the teaching process. The goal of the topic is the student's ability to learn how to project teaching and master the basic principles of managing the teaching process. The student can independently plan the preparation for the lesson and can effectively manage the teaching process (demonstrate this in the performance of the class). Can analyze and evaluate primary education programs.

7. Teaching methods. Organizational forms of teaching. The reasoning for their selection. The goal of the topic is to master different teaching methods and organize the teaching process in different conditions. Searching for the most suitable procedures and conditions to achieve the goal. Analysis of the selection of appropriate methods and procedures of the teacher on the video recording. Own suggestions for a solution. The ability to flexibly change approaches and strategies of activity. The student can choose appropriate organizational forms and teaching methods in accordance with the educational goal and activities of the students.

8. Climate in the school and classroom. Creation and development of a positive climate. The topic is closely related to the humanistic concept of education, yet we consider it important because the student's well-being and satisfaction with school education depend on it. It is a borderline topic of upbringing and education. It is extremely important that the teacher knows what makes up the climate of the school and the classroom and does everything to make all the students feel good in the school. The student acquires the competence to solve problems of an educational nature, and is able to create stimulating and safe environments for education. Can identify and evaluate the ethical, social, and other contexts of solved problems. He is able to sensitively perceive the individual needs, interests, and abilities of pupils and reflect them.

9. Subjects, relations, and rules of primary education (competence profile of the teacher; pupil). The teacher fulfills an important mission through his daily work with students and parents. It creates conditions that make it possible to harmonize and creatively develop the personality development and psychological regulation of pupils with regard to cognitive as well as socio-economic development. The student should know the competencies of the teacher in accordance with Act no. 138/2019 Coll. (Act on pedagogical employees and professional employees), but also from the point of view of several authors who deal with the given issue. The student masters the teacher's competencies and knows how to apply them. He is ready to take responsibility for his actions and decisions. In the teaching process, he takes care to develop the required competencies of all pupils.

10. Diagnosing and assessing the current state of students, rights and obligations in diagnosis, methods of diagnosis, and the relationship between diagnosis and assessment. The student knows a wide range of diagnostic and assessment methods. He can diagnose and evaluate the level of development of primary education students, including social and ethical aspects. He knows how

to apply pedagogical diagnostics and can design and implement an appropriate intervention for pupils. Can formulate information about the results of education and behavior to students and parents. It uses formative assessment to motivate the student and move him to the zone of proximal development.

11. The relationship between the school and the public, the position of parents in relation to the school. The aim of the topic is to adopt different forms of cooperation with parents, but also with the wider public. The student knows and applies the legitimacy of the relationship with the family, knows how to prepare for the meeting of the class asset, and conducts it properly in compliance with all ethical principles. It controls the ways of communication with parents.

#### **Recommended literature:**

Compulsory/Recommended readings:

BELEŠOVÁ, M. 2022. Primárne vzdelávanie v teórii a v praxi. Bratislava: Univerzita Komenského.

KALHOUS, Z., OBST, O. 2002. Školní didaktika. Praha: Portál.

KOLLÁRIKOVÁ, Z., PUPALA, B. a kol. 2010. Predškolská a elementárna pedagogika. 2. vydanie. Praha: Portál.

KOŽUCHOVÁ, M. a kol. 2019. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského.

TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika

pre študentov učiteľstva). Prešov: Rokus.

ŠVP pre primárne vzdelávanie. ŠVP pre predprimárne vzdelávanie.

Zákon č. 245/2008 o výchove a vzdelávaní.

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

Knowledge of the Slovak and Czech languages is required, but for studying other literature (e.g. study programs in other countries), the ability of at least one world language is welcome.

#### **Notes:**

#### **Past grade distribution**

Total number of evaluated students: 264

A	ABS	B	C	D	E	FX
21,97	0,0	26,14	20,08	16,29	12,88	2,65

#### **Lecturers:**

**Last change:** 21.09.2023

**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.KPEP/M-UPVex011/22	<b>Course title:</b> Theory and practice of primary education
<b>Educational activities:</b> <b>Type of activities:</b> lecture + seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Type, scope, and methods of educational activities: 10 PS lectures + seminar + 5 hours of teaching practice in elementary school + 12 hours of self-study; a total of 27 hours per semester, by the combined method, mostly in attendance. 2x5 hours of direct teaching = 10 hours; 12 hours of self-study, 8 p.m. preparation for seminars and practice; 7 hours of preparation for the interim assessment; 8 p.m. preparation for a semester project; 16 hours for the final test; 5 hours for practice. A total of 90 hours of student work. Teaching methods: explanation; lecture; discussion of the discussed topic; brainstorming; method of working with text material; teaching based on practical experience; the method of students' independent work; practice. The basic teaching method is a lecture when learning a new subject matter. The lecture is combined with a discussion in search of concrete solutions, opinions, observations, etc., respectively using the knowledge that the students should have studied on the topic. At the lecture, digital technologies such as PowerPoint are used to present basic ideas, images, schemes, and diagrams, as well as a video recording of a demonstration of the lesson. Various work methods are used at the seminars. Mainly in the topic of teaching methods, brainstorming, project teaching, etc. are used. For the topic of teaching concepts, we use student micro-performances, where the same topic is taught according to different concepts, so that students realize the differences in individual approaches. The method of independent work is mainly used for the topic "Content of primary education", where students look for curricula and content of education in other countries and compare it with our educational program in a discussion. Regarding the topic of organizational forms, we use several forms of teaching organization, mainly group work with the assignment of different types of tasks. Students learn how to divide tasks in a group, how to present the result and how to evaluate group work. Group work is used to present the preparation for the seminar (homework). The method of working with the text is used in teaching methods and in education concepts, it is primarily associated with the EUR method, where INSERT is used for active learning. The self-evaluation method is used when presenting the seminar project, but also during the final evaluation. Distance task method - students learn to evaluate students digitally - create a table of fictitious evaluations of students in the range of at least 20 rows and 10 columns. They try to create various graphic data visualizations from the table.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	



## Prerequisites:

### Course requirements:

Course completion requirements:

Conditions for successful completion of the subject:

The weight of the semester project, the midterm test together with the seminar activity, and the final test are 15/10/10/15/50.

During the semester, the student develops a semester project worth 15 points. This should demonstrate the practical application of the student's theoretical knowledge in connection with the design of the teaching process, while his ability to solve specific problems is monitored. The project is based on a scientific understanding of problems and their practical solution. The student can be aware of them only under the assumption of consistent reflection.

Another 10 points (max.) can be obtained by the student for an ongoing test focused on theoretical knowledge.

A student can get 10 points (max.) for activity at seminars, the aim of which is to deepen the system of knowledge at a practical level in the form of sub-projects. The student must demonstrate an active scientific-methodological and creative approach to assigned tasks.

The student can get - 15 points (min. 9 points) for practice in elementary school focused on the organizational competence of the teacher and on cooperation with the family, where he demonstrates analytical and evaluative thinking and creativity. Pedagogical practice is evaluated by a trainee primary school teacher according to the criteria we have compiled and in turn by teachers at seminars.

The student can apply for the final knowledge test provided that he has obtained at least the minimum number of points in each part of the interim assessment, namely:

- Semester project – 15 points (min. 9 points)
- Activity at seminars – 10 points (min. 6 points)
- Continuous test – 10 points (min. 6 points)
- Experience in a primary school focused on the organizational competence of the teacher and cooperation with the family - 15 points (min. 9 points)
- Knowledge final test – 50 points (must pass at least 30 points)

100-95% A; 94-89% B; 88-80% C; 79-72% D; 71-60% E; 59% - 0% FX

The rating is given on a scale:

A (100-95%, excellent - excellent results): the student has an excellent command of the rules and principles of the functioning of primary education and education; solves tasks in a creative way, knows how to 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 experiences and observations from practice into the teaching. His oral and written speech is correct, citation correct, and grammatically flawless and he scored at least 47 points from the first four items.

B (94-89%, very good - above average standard): the student controls the rules and principles of functioning of primary education and education with minor deficiencies, has acquired key competencies, knows how to respond promptly to the teacher's challenges during lectures, the student is proactive and asks questions in the context of the problem being solved. His written speech in the seminar paper is correct, grammatically correct, and creative. He brings his own experiences and observations from practice into the teaching. The results of his activities are of high quality, with minor shortcomings. When evaluating the first four items, he scored at least 44 points.

C (88-80%, good – normal reliable work): the student controls the rules and principles of functioning of primary education and education at an average, i.e. good level, has acquired key competencies, knows how to respond to the teacher's challenges. He himself is not proactive, he

does not ask questions in the context of the problem being solved. His communication style does not seem disruptive, but he is not sure of his answer and his speech does not have significant disruptive elements. Experience from practice is transferred to problems. His grammatical expression is of lower quality. The first four items are evaluated with at least 40 points.

D (79-72%, satisfactory - acceptable results): the student masters the subject at a satisfactory level. He knows the theory with minor gaps, but he does not know how to apply it to solving practical experiences. During teaching, he is not very active, does not bring new solutions, and takes the role of a passive observer. For the student, memorization rather than critical thinking prevails. Analysis from practice is less constructive. His written speech has certain inaccuracies and even more serious shortcomings. The first four evaluation items are evaluated with a minimum of 36 points.

E (71-60%, sufficient - the results meet the minimum criteria): the student controls the laws and principles of functioning of primary pedagogy at a low level, reacts to the teacher's instructions and challenges with significant inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem being solved. He applies theoretical knowledge to significant problems, but on a practical level, he does not have recommendations for the right solutions. 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. Students' grammatical expression is not flawless and stylistically correct, and the first four items are evaluated with at least 30 points.

Fx (59-0%, insufficient - more additional work required): this grade is given to a student if he does not meet some of the required minimum criteria and is not admitted to the final test. Also, if he gets less than 30 points in the first four items, he also gets less than 30 points in the final test. It means that the student has not acquired knowledge and skills to such an extent that would enable him to meet at least the minimum criteria for awarding a successful assessment.

Scale of assessment (preliminary/final): 15/10/10/15/50.

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

Acquire the theoretical line of the education process at the primary level of elementary school and master the basic didactic characteristics. To compare and subsequently analyze different concepts of education in Slovakia and abroad. To identify problems occurring in the environment of primary education and to look for ways to solve them. Actively acquire new knowledge. Design, implement, and evaluate teaching in primary education. Know the importance of primary education in the process of lifelong education in a wider social context.

The semester project is usually focused on solving specific problems in the course of teaching and on the cooperation of the class teacher with the family. The student should acquire the competencies of the teacher's work in the management and evaluation of teaching. To acquire competencies in the field of organization and management of the class (preparation, progress, and evaluation of the class asset, method of communication between the teacher and the student's family, and administrative activities of the teacher). The student can think analytically, synthetically, and creatively, is capable of argumentation, and knows how to adapt and defend his own position on any given problem in the context of the presented topics. He is able to think in contexts, which he will be able to develop in various situations arising in the position of a teacher.

Activity at seminars during the semester is regularly evaluated. The student knows how many points he got in each seminar. If he did not have the opportunity to register at the seminar due to the more significant activity of other students, he has the opportunity to hand over his preparation to the teacher. At the time of online teaching, he puts his materials into the file created by the team. Assignments for each seminar are in the course syllabus.

The midterm test is usually in the middle of the semester. With it, the student demonstrates the level of theoretical knowledge of the subject and whether he can apply theoretical knowledge to practical

situations. Internship in elementary school focused on the organizational competence of the teacher and cooperation with the family - its goal is to master organizational tasks related to the preparation and organization of teaching and cooperation with the family (preparation and management of class assets, communication with parents, etc.). The practice is evaluated by the training teacher and the relevant methodologists, and the protocols from the practice are verified by the subject teacher. Their analysis takes place at the seminar.

Knowledge final test - with it, the student proves the level of mastery of the subject's professional content and professional terminology. The test verifies the extent to which the student can apply knowledge from the subject to practical situations. Evaluative and creative thinking is also required. A minimum of 30 points is required to pass the final test. The test during distance learning is implemented via the Microsoft 365 platform. The student is not entitled to repeat the final test, as the subject ends with an assessment, not an exam. In this case, the subject is repeated the next semester.

### **Class syllabus:**

Course outcomes of subject (content):

The course syllabus is designed in such a way that, after its practical teaching, students can apply theoretical knowledge to the practical context of the teaching profession. The graduate masters the professional content and terminology of the relevant thematic elements of the given lectures and know how to practically apply them in practice (at seminars and in a semester project). He can actively work with the acquired knowledge and use it in the position of a pedagogical employee in primary education. The graduate is able to deepen and expand his knowledge, abilities, and skills in his profession throughout his life. The theoretical knowledge that the student acquires during the subject Theory and Practice of Primary Education will enable him to create the foundations of his own teaching style, develop his skills, examine the quality and effectiveness of the pedagogical activity, and the ability to flexibly change approaches and strategies of activity.

1. The role of primary education in the process of lifelong learning (terminology, goals, content, and pedagogical strategies). The topic is focused on correct pedagogical terminology. The student becomes familiar with the purpose and content of primary education and education in a wider context up to lifelong learning. Graduates of the study program will acquire basic terminological knowledge and skills related to the issues of preschool and elementary pedagogy. Can acquire new knowledge in an active way (from the lecture and by direct application by completing the assignment for the seminar), integrate and use it in applications for the development of the department.

2. Entry of the child to school; examining school readiness. The aim of the lecture is to gain knowledge about examining a child's readiness for school and about the principles of children's cognition at a younger school age. At the seminar, students present various programs for diagnosing school readiness. The student should acquire the competence to organize, implement and evaluate various indicators of school readiness (speech, motor skills, sociability, graphomotor skills, and others). The student knows the developmental characteristics of a child of younger school age, which he can apply in upbringing and education.

3. Theoretical foundations of education and concepts of teaching. The goal is to become familiar with and evaluate the basic concepts of teaching (behavioristic, humanistic, and constructivist approaches). To analyze the positive aspects of these concepts, but also to know their shortcomings. At the seminar, we apply all three approaches to the same topic (underground mole) in the form of student micro-performances. The other students represent the pupils, but each student will be given a task to be assessed after the micro-performance. Through the topic, the student acquires the ability to assess several concepts of education, is able to decide on the choice of his own concept, and can justify his choice. He is able to argue about the concepts of education and defend his opinion.

4. Goals and functions of primary education - legislative and conceptual framework. The goal of the topic is to become familiar with the overall concept of basic documents at the level of state

requirements (state educational program) and the creation of the second level of curriculum (school educational program). The student should acquire the ability to apply educational and educational programs of the relevant institutions and to create (participate in) the creation of the school's educational program. He can evaluate the educational standard of the subject (according to his own choice) and he can search for basic education documents of another country and compare it with our educational program.

5. Content of primary education and curricular reforms. Reasons for curricular changes. The goal of the topic is to characterize the content of education, what functions education fulfills, and the factors that influence the content of education. We are the country where curricular reforms occur most often. To think about it together and analyze the reforms over the last 10-15 years - the positives and negatives of the reform changes. At the seminar, characterize the educational content of the selected subject and analyze it from several aspects. The student is able to respond flexibly to the changing environment. He is able to sensitively perceive education strategies and can assess them from several aspects.

6. Designing and managing the teaching process. The goal of the topic is the student's ability to learn how to project teaching and master the basic principles of managing the teaching process. The student can independently plan the preparation for the lesson and can effectively manage the teaching process (demonstrate this in the performance of the class). Can analyze and evaluate primary education programs.

7. Teaching methods. Organizational forms of teaching. The reasoning for their selection. The goal of the topic is to master different teaching methods and organize the teaching process in different conditions. Searching for the most suitable procedures and conditions to achieve the goal. Analysis of the selection of appropriate methods and procedures of the teacher on the video recording. Own suggestions for a solution. The ability to flexibly change approaches and strategies of activity. The student can choose appropriate organizational forms and teaching methods in accordance with the educational goal and activities of the students.

8. Climate in the school and classroom. Creation and development of a positive climate. The topic is closely related to the humanistic concept of education, yet we consider it important because the student's well-being and satisfaction with school education depend on it. It is a borderline topic of upbringing and education. It is extremely important that the teacher knows what makes up the climate of the school and the classroom and does everything to make all the students feel good in the school. The student acquires the competence to solve problems of an educational nature, and is able to create stimulating and safe environments for education. Can identify and evaluate the ethical, social, and other contexts of solved problems. He is able to sensitively perceive the individual needs, interests, and abilities of pupils and reflect them.

9. Subjects, relations, and rules of primary education (competence profile of the teacher; pupil). The teacher fulfills an important mission through his daily work with students and parents. It creates conditions that make it possible to harmonize and creatively develop the personality development and psychological regulation of pupils with regard to cognitive as well as socio-economic development. The student should know the competencies of the teacher in accordance with Act no. 138/2019 Coll. (Act on pedagogical employees and professional employees), but also from the point of view of several authors who deal with the given issue. The student masters the teacher's competencies and knows how to apply them. He is ready to take responsibility for his actions and decisions. In the teaching process, he takes care to develop the required competencies of all pupils.

10. Diagnosing and assessing the current state of students, rights and obligations in diagnosis, methods of diagnosis, and the relationship between diagnosis and assessment. The student knows a wide range of diagnostic and assessment methods. He can diagnose and evaluate the level of development of primary education students, including social and ethical aspects. He knows how

to apply pedagogical diagnostics and can design and implement an appropriate intervention for pupils. Can formulate information about the results of education and behavior to students and parents. It uses formative assessment to motivate the student and move him to the zone of proximal development.

11. The relationship between the school and the public, the position of parents in relation to the school. The aim of the topic is to adopt different forms of cooperation with parents, but also with the wider public. The student knows and applies the legitimacy of the relationship with the family, knows how to prepare for the meeting of the class asset, and conducts it properly in compliance with all ethical principles. It controls the ways of communication with parents.

**Recommended literature:**

Compulsory/Recommended readings:

BELEŠOVÁ, M. 2022. Primárne vzdelávanie v teórii a v praxi. Bratislava: Univerzita Komenského.

KALHOUS, Z., OBST, O. 2002. Školní didaktika. Praha: Portál.

KOLLÁRIKOVÁ, Z., PUPALA, B. a kol. 2010. Predškolská a elementárna pedagogika. 2. vydanie. Praha: Portál.

KOŽUCHOVÁ, M. a kol. 2019. Kurikulum primárneho vzdelávania. Bratislava: Univerzita Komenského.

TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika

pre študentov učiteľstva). Prešov: Rokus.

ŠVP pre primárne vzdelávanie. ŠVP pre predprimárne vzdelávanie.

Zákon č. 245/2008 o výchove a vzdelávaní.

**Languages necessary to complete the course:**

Knowledge of the Slovak and Czech languages is required, but for studying other literature (e.g. study programs in other countries), the ability of at least one world language is welcome.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 264

A	ABS	B	C	D	E	FX
21,97	0,0	26,14	20,08	16,29	12,88	2,65

**Lecturers:** prof. PhDr. Mária Kožuchová, CSc., doc. Mgr. Mária Belešová, PhD., Mgr. Veronika Valkóová, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex238/22	<b>Course title:</b> Therapeutic physical education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student's workload: 10 hours of direct teaching; 10 hours of preparation of the student for the first intermediate task-seminar paper; 10 hours of preparation of the student for the second intermediate task-presentation of the project; 12 hours of self-study; 18 hours of preparation of the student for the final test. Total 60 hours of student work. Educational methods: lecture; explanation; discussion and interaction of the teacher with students on the topic; teaching based on practical experience; group work method; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in health physical education.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. The student will submit a term paper worth 20 points during the semester. In addition, the student will complete a project presentation focused on teaching a health physical education class worth 30 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points of the knowledge acquired throughout the semester. 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 half of the points in any of the three conditions. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work),	

D (72-66%, satisfactory - acceptable results),

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

Fx (59-0%, inadequate - extra work required)

A-(excellent), the student has an excellent knowledge of the theoretical knowledge of the didactics of health physical education in primary education and can apply them to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student is able to present the teaching of the health physical education lesson at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.

B-(very good), the student has a very good knowledge of the theoretical knowledge of the didactics of health physical education in primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the issue addressed, the student can present the teaching of a health physical education lesson very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his/her activities are of high quality, with minor shortcomings.

C-(good), the student has a good knowledge of the theoretical knowledge of the didactics of health physical education in primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the solved problem with minor problems, he/she presents at a good level with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.

D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of the didactics of health physical education in primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present at a satisfactory level, the student's oral and written expression has some inaccuracies and also major deficiencies.

E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the didactics of health physical education in primary education, which is at a weak level and with difficulties can apply them to practical activities, he/she responds to the teacher's challenges with inaccuracies, the student himself/herself is not active and initiative, does not ask questions on the problem addressed, the student presents at a very weak level, the student's oral and written expression has more serious inaccuracies and shortcomings;

Fx-(failing), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Scale of assessment (preliminary/final): 20/30/50

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the Health Physical Education course is to acquire adequate theoretical knowledge, skills and competences related to the profession of primary education teacher in health physical education. Students have acquired knowledge of the educational area of Health and Movement, where they are able to design and implement educational activities. They will expand their knowledge in connection with didactic reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the child of younger school age, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in

educational and administrative activities in connection with health physical education. Students will acquire the competences of the teacher's work in the field of organisation and management of educational sports activities at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice taking into account the wider societal implications in relation to physical education. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in health physical education in primary education. They will be able to relate theoretical knowledge of health physical education to practice.

**Class syllabus:**

Course outcomes of subject (content):

The curriculum of the Health Physical Education course is designed so that after its practical teaching students are able to apply theoretical knowledge to the practical context of the teaching profession in physical education. Students master the professional content of the lectures and the terminology of physical exercises from the practical parts of the lessons of the subject. They are familiar with appropriate methods of pedagogical research to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in primary education. Students are able to expand their knowledge, competences and skills in physical and sport education throughout their lives.

They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Physical Education in Primary Education will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of teaching a lesson of physical and sport education. They will be professionally and methodologically competent to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of physical education in primary education. Health physical education is a specific type of compulsory physical education in primary schools for pupils with special educational needs, who manifest a certain health disorder of a permanent or temporary nature, attending primary school. After completing the course, the student will be able to understand, explain and apply in practice the issue of health impairments and master appropriate methods and means for positively influencing the function of the musculoskeletal system in order to use the acquired knowledge in physical and sport education classes. The student will gain information about health impairments of preschool and younger school-age children and the importance of physical exercises for individual health disorders. The student will also understand and learn the basic concepts, characteristics and importance of health physical education and the breakdown of health impairments. Acquire practical skills in different types of exercises and physical activities.

The content of the course is aimed at expanding the knowledge of health impairments in young school-age children and highlighting the importance of physical exercises for individual health impairments. It is also aimed at the creative elaboration of an educational project.

1. Introduction to Health Physical Education as a form of physical education for children with special educational needs. In the implementation of the elements of health physical education, it is mainly a compensatory and compensatory activity, in which it is necessary to follow general and special methodological procedures. Exercises and physical activities with disabled children, especially at the beginning of the exercise period, must have a slower working pace. In the early stages of training and practice, children must not be overloaded by the speed of movements or the quantity of movements.



2. Options for segregated and integrated teaching of children with disabilities. Pointing out the different possibilities of segregated and integrated teaching of children with disabilities according to the possibilities of primary schools.
3. Relaxation as part of the elements of health physical education. Relaxation refers to the release of physical or mental tension, with better blood circulation to the muscles and thus faster recovery, calming of the blood circulation, but also of the nervous system. The application of relaxation exercises in physical activities as part of the elements of health physical education is aimed at: acquiring the technique of conscious muscle relaxation, acquiring the ability to influence the autonomic system, acquiring the ability to release mental tension. Teaching a child and pupil to relax does not only mean influencing their health, but also their psychological and educational side. The term relaxation through movement can be used to describe movement activity that has a compensatory or recreational effect. The basic feature of relaxation exercises is mental concentration, which ensures calm or conscious concentration. Relaxation can be: 1. involuntary (unintentional, bringing rest and recovery in sleep); 2. voluntary-motor (achieving a reduction in muscular tension, which is most often used in activities using elements of health physical education); 3. voluntary-rest (focusing attention and evoking positive feelings). Practicing relaxation techniques with students.
4. Dividing children of younger school age into four health groups. Introduce each of the four health groups with a rationale for assigning children to these groups. Characteristics of selected health disorders from medical and educational perspectives. Present the selected health disorders and the consequences of their occurrence and altered functioning.
5. The importance of physical activity for the healthy development of the individual. Introduction to activities that are beneficial or detrimental to health, with emphasis on active movement and healthy nutrition. Home exercises. Strengthening muscle groups and developing the physiological functions of individual organs can only be successful if the weakened organism receives sufficient exercise impulses in the home environment. Therefore, all appropriate forms of exercise should be used. The psychological aspect also comes to the fore in home exercise. The teacher must try to motivate the child to exercise daily. For children with health impairments, home exercises should become an integral part of the lifestyle.
6. Teaching principles, methods, forms and means of teaching in Health Physical Education classes. The didactics of Health Physical Education is based on the didactics of school physical education. However, the work-exercise pace is slower and the emphasis is on precision of movement. The teacher must assume that the weakened child does not have as much movement experience as the healthy child, as he is often excused from physical education classes. Even the simplest movement may cause difficulty because of the type, degree and extent of the impairment. Rest periods (relaxation) should be included after certain exercise cycles or after more demanding exercise forms. Methodological guidelines for conducting an exercise unit with elements of health physical education: when choosing exercises, the principle of sequencing should be observed, as well as the fact that children and pupils should always start the exercises from the correct, continuously controlled position. 1. determine the basic starting position; 2. practise a smooth movement; 3. a short endurance in the final position; 4. a gradual return to the starting position; 5. relaxation of the muscle groups; 6. a short rest (relaxation).
7. Characteristics of weakening of the organs of support and movement. Correct and incorrect posture and methods of its assessment, education of the habit of correct posture. Deviations of the spine shape are divided into two groups: anterior and lateral deviations of the spine. 1. Anteroposterior spinal deviations: enlarged thoracic kyphosis, enlarged cervical lordosis, enlarged thoracic kyphosis with simultaneous enlarged cervical lordosis (kypholordosis), flat back. 2. Lateral deviation of the spine: scoliosis. Examples of various exercises aimed at weakening the organs of support and movement.

8. Characteristics of weakening of the internal organs. Approximation of internal organs: respiratory system, cardiovascular system, metabolic disorders, nervous system, sensory system.
9. Balancing exercises for each type of weakening. These include: breathing, relaxation, stretching, relaxation, strengthening exercises and exercises to increase flexibility. An exercise unit with elements of health physical education is generally structured according to all didactic procedures as an exercise unit for healthy children. On the basis of experience and the organisational conditions of the school establishment, a duration of 20-25 minutes is recommended. An exercise unit with elements of health-related physical education differs from a normal exercise or physical activity not only in its content, tasks and objectives, but also in its overall structure and design. It does not have a preparatory part. This moves into the introductory part. The main part is divided into: - corrective (compensatory), - conditioning (repetition). The content of the corrective (balancing) part is the actual and balancing activity. In the conditioning (repetition) part, already learned movements and movement structures are used for conditioning. The conclusion of the activity includes a check of the results achieved, especially correct posture.
10. Principles of the correct procedure for correcting muscle imbalances and training correct movement stereotypes. Possibilities of relaxing and restful movement activities ensuring the inner well-being of the child. A very important methodological procedure when working with children with debilitation is the description of exercises. The teacher must explain each exercise or exercise in such a way that each pupil can make a perfect idea not only about the structure of the movement, but also about all the features and functions of the movement. It is also important to illustrate and demonstrate the exercise with suitable examples. Demonstration by the teacher himself is best. Another important methodological step is compensation. In general, each strenuous exercise should be followed by a relaxation or resting movement. For teachers implementing movement activities with elements of Health Physical Education, it is important to monitor the pulse rate and at the same time observe the children's outward signs.
11. Preparation and presentation of an educational activity focusing on Healthy Physical Education. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson on Health Physical Education in primary education of children of younger school age in primary school.

#### **Recommended literature:**

Compulsory/Recommended readings:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.

BARTÍK, P. 2005. Zdravotná telesná výchova I. Banská Bystrica: Pedagogická fakulta UMB, 2005. ISBN 80-8083-132-7.

BENDÍKOVÁ, E. 2011. Oporný a pohybový systém, jeho funkcia, diagnostika a prevencia porúch. Banská Bystrica: Fakulta humanitných vied UMB, 2011. ISBN 978-80-557-0124-0.

DOSTÁLOVÁ, I., MIKLÁNKOVÁ, L. 2005. Protahování a posilování pro zdraví. Olomouc: Hanex, 2005. ISBN 80-85783-47-9.

JURAŠKOVÁ, Ž., BARTÍK, P. 2010. Vplyv pohybového programu na držanie tela a svalovú nerovnováhu žiakov 1. stupňa základnej školy. Banská Bystrica: Fakulta humanitných vied UMB, 2010. ISBN 978-80-8083-983-3.

VEREŠOVÁ, J. 2013. Zdravotná telesná výchova. Bratislava: Metodicko-pedagogické centrum, 64 s. ISBN 978-80-8052-484-5.

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

Slovak language and Czech language

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 57						
A	ABS	B	C	D	E	FX
77,19	0,0	14,04	8,77	0,0	0,0	0,0
<b>Lecturers:</b>						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex238/22	<b>Course title:</b> Therapeutic physical education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: 10 hours seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student's workload: 10 hours of direct teaching; 10 hours of preparation of the student for the first intermediate task-seminar paper; 10 hours of preparation of the student for the second intermediate task-presentation of the project; 12 hours of self-study; 18 hours of preparation of the student for the final test. Total 60 hours of student work. Educational methods: lecture; explanation; discussion and interaction of the teacher with students on the topic; teaching based on practical experience; group work method; method of independent work of students; method of practical exercise; method of guiding and accompanying movement; method of repetition of movement activities in stable and changed conditions; method of developing strength, speed, endurance and coordination abilities, method of developing joint mobility and flexibility in health physical education.	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The weighting of the prerequisites for successful completion of the course is 20/30/50. The student will submit a term paper worth 20 points during the semester. In addition, the student will complete a project presentation focused on teaching a health physical education class worth 30 points. The project presentation should demonstrate practical application of the student's theoretical knowledge. The student will take a final test worth 50 points of the knowledge acquired throughout the semester. 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 half of the points in any of the three conditions. To pass the course, a score of at least 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work),	

D (72-66%, satisfactory - acceptable results),

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

Fx (59-0%, inadequate - extra work required)

A-(excellent), the student has an excellent knowledge of the theoretical knowledge of the didactics of health physical education in primary education and can apply them to practical activities, the student can react promptly and spontaneously during lectures to the teacher's challenges, the student is self-initiative and asks questions in the context of the problem addressed, the student is able to present the teaching of the health physical education lesson at a high level, the student's oral and written expression is correct, correct, grammatically flawless and creative.

B-(very good), the student has a very good knowledge of the theoretical knowledge of the didactics of health physical education in primary education and can apply it to activities with minor deficiencies, the student can respond well during lectures to the teacher's questions and tasks, the student is active and proactive and responds to questions on the issue addressed, the student can present the teaching of a health physical education lesson very well, the student's oral and written expression is correct, correct, grammatically flawless. The results of his/her activities are of high quality, with minor shortcomings.

C-(good), the student has a good knowledge of the theoretical knowledge of the didactics of health physical education in primary education and can apply it to practical activities at a good level, the student can respond to the teacher's prompting. The student is very rarely independent in activity and initiative, he/she asks questions on the solved problem with minor problems, he/she presents at a good level with minor shortcomings, the student's oral and written expression is correct but of less quality and grammatically with minor errors.

D-(satisfactory), the student has a satisfactory knowledge of the theoretical knowledge of the didactics of health physical education in primary education and can apply it to practical activities with problems, he/she is not very active and initiative in teaching, he/she is more of a passive observer, he/she can present at a satisfactory level, the student's oral and written expression has some inaccuracies and also major deficiencies.

E-(sufficient), the student's work meets the minimum criteria, he/she has insufficient knowledge of the theoretical knowledge of the didactics of health physical education in primary education, which is at a weak level and with difficulties can apply them to practical activities, he/she responds to the teacher's challenges with inaccuracies, the student himself/herself is not active and initiative, does not ask questions on the problem addressed, the student presents at a very weak level, the student's oral and written expression has more serious inaccuracies and shortcomings;

Fx-(failing), the student's work does not meet the requirements for passing the course in any of the required conditions and the student must repeat the course. The student has not mastered the knowledge and skills to a degree that would enable the student to meet at least the minimum criteria for a passing grade.

Scale of assessment (preliminary/final): 20/30/50

### **Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of the Health Physical Education course is to acquire adequate theoretical knowledge, skills and competences related to the profession of primary education teacher in health physical education. Students have acquired knowledge of the educational area of Health and Movement, where they are able to design and implement educational activities. They will expand their knowledge in connection with didactic reasoning and reflecting on the subjects and objects of the teaching process. They know the psychomotor and social development and developmental characteristics of the child of younger school age, which they can apply to the physical education process, respecting the intensity of the load in relation to children's health and the possibilities of developing their motor abilities and skills. They can actively use didactic technology and digital technologies in

educational and administrative activities in connection with health physical education. Students will acquire the competences of the teacher's work in the field of organisation and management of educational sports activities at school and in extracurricular sports organisations. Students are able to think in contexts that they will be able to develop in a variety of situations as they arise. Students are able to argue and defend their practice taking into account the wider societal implications in relation to physical education. Students will be able to identify and evaluate the ethical, social and other contexts of issues addressed in health physical education in primary education. They will be able to relate theoretical knowledge of health physical education to practice.

**Class syllabus:**

Course outcomes of subject (content):

The curriculum of the Health Physical Education course is designed so that after its practical teaching students are able to apply theoretical knowledge to the practical context of the teaching profession in physical education. Students master the professional content of the lectures and the terminology of physical exercises from the practical parts of the lessons of the subject. They are familiar with appropriate methods of pedagogical research to investigate the educational process in physical education. They are able to work actively with this knowledge and knowledge and use it in the position of a pedagogical employee in primary education. Students are able to expand their knowledge, competences and skills in physical and sport education throughout their lives.

They are able to use and create methodological materials and didactic aids with active use of didactic technology and digital technologies. The theoretical and practical knowledge that students acquire during the course Physical Education in Primary Education will enable them to form the basis of their own teaching style, cultivate their own decision-making processes and develop their other motor skills and abilities. They will apply the acquired didactic competences in the process of solving a project for the preparation of teaching a lesson of physical and sport education. They will be professionally and methodologically competent to teach the subjects of the educational area of Health and Movement. Students will be able to independently acquire, sort, process and effectively use new knowledge, apply it to the educational process of physical education in primary education. Health physical education is a specific type of compulsory physical education in primary schools for pupils with special educational needs, who manifest a certain health disorder of a permanent or temporary nature, attending primary school. After completing the course, the student will be able to understand, explain and apply in practice the issue of health impairments and master appropriate methods and means for positively influencing the function of the musculoskeletal system in order to use the acquired knowledge in physical and sport education classes. The student will gain information about health impairments of preschool and younger school-age children and the importance of physical exercises for individual health disorders. The student will also understand and learn the basic concepts, characteristics and importance of health physical education and the breakdown of health impairments. Acquire practical skills in different types of exercises and physical activities.

The content of the course is aimed at expanding the knowledge of health impairments in young school-age children and highlighting the importance of physical exercises for individual health impairments. It is also aimed at the creative elaboration of an educational project.

1. Introduction to Health Physical Education as a form of physical education for children with special educational needs. In the implementation of the elements of health physical education, it is mainly a compensatory and compensatory activity, in which it is necessary to follow general and special methodological procedures. Exercises and physical activities with disabled children, especially at the beginning of the exercise period, must have a slower working pace. In the early stages of training and practice, children must not be overloaded by the speed of movements or the quantity of movements.

2. Options for segregated and integrated teaching of children with disabilities. Pointing out the different possibilities of segregated and integrated teaching of children with disabilities according to the possibilities of primary schools.
3. Relaxation as part of the elements of health physical education. Relaxation refers to the release of physical or mental tension, with better blood circulation to the muscles and thus faster recovery, calming of the blood circulation, but also of the nervous system. The application of relaxation exercises in physical activities as part of the elements of health physical education is aimed at: acquiring the technique of conscious muscle relaxation, acquiring the ability to influence the autonomic system, acquiring the ability to release mental tension. Teaching a child and pupil to relax does not only mean influencing their health, but also their psychological and educational side. The term relaxation through movement can be used to describe movement activity that has a compensatory or recreational effect. The basic feature of relaxation exercises is mental concentration, which ensures calm or conscious concentration. Relaxation can be: 1. involuntary (unintentional, bringing rest and recovery in sleep); 2. voluntary-motor (achieving a reduction in muscular tension, which is most often used in activities using elements of health physical education; 3. voluntary-rest (focusing attention and evoking positive feelings). Practicing relaxation techniques with students.
4. Dividing children of younger school age into four health groups. Introduce each of the four health groups with a rationale for assigning children to these groups. Characteristics of selected health disorders from medical and educational perspectives. Present the selected health disorders and the consequences of their occurrence and altered functioning.
5. The importance of physical activity for the healthy development of the individual. Introduction to activities that are beneficial or detrimental to health, with emphasis on active movement and healthy nutrition. Home exercises. Strengthening muscle groups and developing the physiological functions of individual organs can only be successful if the weakened organism receives sufficient exercise impulses in the home environment. Therefore, all appropriate forms of exercise should be used. The psychological aspect also comes to the fore in home exercise. The teacher must try to motivate the child to exercise daily. For children with health impairments, home exercises should become an integral part of the lifestyle.
6. Teaching principles, methods, forms and means of teaching in Health Physical Education classes. The didactics of Health Physical Education is based on the didactics of school physical education. However, the work-exercise pace is slower and the emphasis is on precision of movement. The teacher must assume that the weakened child does not have as much movement experience as the healthy child, as he is often excused from physical education classes. Even the simplest movement may cause difficulty because of the type, degree and extent of the impairment. Rest periods (relaxation) should be included after certain exercise cycles or after more demanding exercise forms. Methodological guidelines for conducting an exercise unit with elements of health physical education: when choosing exercises, the principle of sequencing should be observed, as well as the fact that children and pupils should always start the exercises from the correct, continuously controlled position. 1. determine the basic starting position; 2. practise a smooth movement; 3. a short endurance in the final position; 4. a gradual return to the starting position; 5. relaxation of the muscle groups; 6. a short rest (relaxation).
7. Characteristics of weakening of the organs of support and movement. Correct and incorrect posture and methods of its assessment, education of the habit of correct posture. Deviations of the spine shape are divided into two groups: anterior and lateral deviations of the spine. 1. Anteroposterior spinal deviations: enlarged thoracic kyphosis, enlarged cervical lordosis, enlarged thoracic kyphosis with simultaneous enlarged cervical lordosis (kypholordosis), flat back. 2. Lateral deviation of the spine: scoliosis. Examples of various exercises aimed at weakening the organs of support and movement.

8. Characteristics of weakening of the internal organs. Approximation of internal organs: respiratory system, cardiovascular system, metabolic disorders, nervous system, sensory system.
9. Balancing exercises for each type of weakening. These include: breathing, relaxation, stretching, relaxation, strengthening exercises and exercises to increase flexibility. An exercise unit with elements of health physical education is generally structured according to all didactic procedures as an exercise unit for healthy children. On the basis of experience and the organisational conditions of the school establishment, a duration of 20-25 minutes is recommended. An exercise unit with elements of health-related physical education differs from a normal exercise or physical activity not only in its content, tasks and objectives, but also in its overall structure and design. It does not have a preparatory part. This moves into the introductory part. The main part is divided into: - corrective (compensatory), - conditioning (repetition). The content of the corrective (balancing) part is the actual and balancing activity. In the conditioning (repetition) part, already learned movements and movement structures are used for conditioning. The conclusion of the activity includes a check of the results achieved, especially correct posture.
10. Principles of the correct procedure for correcting muscle imbalances and training correct movement stereotypes. Possibilities of relaxing and restful movement activities ensuring the inner well-being of the child. A very important methodological procedure when working with children with debilitation is the description of exercises. The teacher must explain each exercise or exercise in such a way that each pupil can make a perfect idea not only about the structure of the movement, but also about all the features and functions of the movement. It is also important to illustrate and demonstrate the exercise with suitable examples. Demonstration by the teacher himself is best. Another important methodological step is compensation. In general, each strenuous exercise should be followed by a relaxation or resting movement. For teachers implementing movement activities with elements of Health Physical Education, it is important to monitor the pulse rate and at the same time observe the children's outward signs.
11. Preparation and presentation of an educational activity focusing on Healthy Physical Education. On the basis of the acquired knowledge, knowledge, experience and skills - to prepare and present a lesson on Health Physical Education in primary education of children of younger school age in primary school.

#### **Recommended literature:**

Compulsory/Recommended readings:

ANTALA, B. et al. 2014. Telesná a športová výchova a súčasná škola. Bratislava: NŠC, FTVŠ UK, 2014. 343 s. ISBN 978-80-971466-1-0.

BARTÍK, P. 2005. Zdravotná telesná výchova I. Banská Bystrica: Pedagogická fakulta UMB, 2005. ISBN 80-8083-132-7.

BENDÍKOVÁ, E. 2011. Oporný a pohybový systém, jeho funkcia, diagnostika a prevencia porúch. Banská Bystrica: Fakulta humanitných vied UMB, 2011. ISBN 978-80-557-0124-0.

DOSTÁLOVÁ, I., MIKLÁNKOVÁ, L. 2005. Protahování a posilování pro zdraví. Olomouc: Hanex, 2005. ISBN 80-85783-47-9.

JURAŠKOVÁ, Ž., BARTÍK, P. 2010. Vplyv pohybového programu na držanie tela a svalovú nerovnováhu žiakov 1. stupňa základnej školy. Banská Bystrica: Fakulta humanitných vied UMB, 2010. ISBN 978-80-8083-983-3.

VEREŠOVÁ, J. 2013. Zdravotná telesná výchova. Bratislava: Metodicko-pedagogické centrum, 64 s. ISBN 978-80-8052-484-5.

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

Slovak language and Czech language

#### **Notes:**



<b>Past grade distribution</b>						
Total number of evaluated students: 57						
A	ABS	B	C	D	E	FX
77,19	0,0	14,04	8,77	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Petronela Ladecká, PhD.						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex012/22	<b>Course title:</b> Visual art and culture in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organisational form 10S seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10S (4 credits): 2x 5 hours of direct instruction = 10 hours; 12 hours of self-study, 20 hours of seminar paper preparation; 20 hours of preparation for midterm evaluation; 23 hours of discussion groups and evaluation, 35 hours of exam preparation. Total 120 hours of student work. Teaching methods: discussion of the presented topic, problem solving in groups, brainstorming on selected topics, discussion groups, application of theoretical knowledge to practical examples.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course is completed by an examination consisting of a test and a term paper. Intermediate assignments and tasks are carried out during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) Test 30%, term paper 20%, debate 10%, midterm assignments and assignments 20%, discussion groups 20% of the total 100% grade. Credit will not be awarded to a student who fails to complete any of the topics and assignments.	

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of education in the subject is the preparation of teachers - specialists for the education of culture and visual arts at the primary level of education.

After completing the course:

- is able to competently, professionally and professionally lead creative art-pedagogical activities with pupils in school art education,
- is capable of theoretical reflection of own and pupils' activities,
- cooperates professionally in the field of pedagogical research,
- knows and applies the theoretical bases of art-pedagogical terminology and applies them in the didactic level of art education.

**Class syllabus:**

Course outcomes of subject (content):

1. Art education in curriculum documents. Characteristics and aim of the subject. Cognitive and communicative content of art education.
2. Designing the content and didactic dimension of art education at the primary level of education. Visual arts as a part of the cognitive process and stimulus of children's artistic creation.
3. Interdisciplinary designing of educational (art) models and their implementation into teaching of cross-cutting themes of the State Educational Programme.
4. Personality of the teacher. Responsible and competent decision-making of the teacher in situations of school art education based on the understanding of the specificity of art-aesthetic interaction and the relationship of art creation and creative processes. The role, function and didactic procedures of the teacher in the classroom, forms and methods of work. Functional vocabulary of the art teacher.
5. Evaluation and value creation in art education. Evaluation and diagnosis of artistic expression. Theory and art practice. Preventing formalism in art education.
6. Gradual acquisition of the psychodidactic dimension of the teacher's professional competence in art education (in the psychosocial, project, realization and reflective areas).
7. Direct art activities in the school environment.

**Recommended literature:**

Compulsory/Recommended readings:

HAZUKOVÁ, H., ŠAMŠULA, P. Didaktika výtvarné výchovy I, II. Praha: Karolinum, 1990, 1991. ISBN 80-7066-368-5.

KMEŤ, M., VALACHOVÁ, D. Míľniky (auto)evalvácie vo výtvarnej výchove. Belianum Pedagogická fakulta UMB Banská Bystrica 2019, ISBN 978-80-557-1590-2

SLAVÍK, J. Hodnocení v současné škole. Praha: Portál, 1999. ISBN 80-717-826-29.

Štátne vzdelávacie programy ISCED 0, 1, 2, 3.

VALACHOVÁ, D., LIPÁROVÁ, L. Didaktika výtvarnej výchovy 1. Banská Bystrica: Belianum. 2020, ISBN 978-80-557-1808-8.

National curricula: currently valid

VALACHOVÁ, D. Didaktika výtvarnej výchovy v primárnom vzdelávaní. Bratislava: UK, 2012. ISBN: 978-80-223-3215-6.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 253						
A	ABS	B	C	D	E	FX
43,87	0,0	33,6	15,42	5,53	0,79	0,79
<b>Lecturers:</b> prof. PaedDr. Daniela Valachová, PhD., doc. PaedDr. Blanka Kožík Lehotayová, PhD., Mgr. Miroslava Repiská, PhD.						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex012/22	<b>Course title:</b> Visual art and culture in primary education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organisational form 10S seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 10S (4 credits): 2x 5 hours of direct instruction = 10 hours; 12 hours of self-study, 20 hours of seminar paper preparation; 20 hours of preparation for midterm evaluation; 23 hours of discussion groups and evaluation, 35 hours of exam preparation. Total 120 hours of student work. Teaching methods: discussion of the presented topic, problem solving in groups, brainstorming on selected topics, discussion groups, application of theoretical knowledge to practical examples.	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: The course is completed by an examination consisting of a test and a term paper. Intermediate assignments and tasks are carried out during the semester. At least 91 points are required for a final grade of A, at least 81 points for a grade of B, at least 73 points for a grade of C, at least 66 points for a grade of D, and at least 60 points for a grade of E. Credit will not be awarded to a student who achieves less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required) Test 30%, term paper 20%, debate 10%, midterm assignments and assignments 20%, discussion groups 20% of the total 100% grade. Credit will not be awarded to a student who fails to complete any of the topics and assignments.	

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The aim of education in the subject is the preparation of teachers - specialists for the education of culture and visual arts at the primary level of education.

After completing the course:

- is able to competently, professionally and professionally lead creative art-pedagogical activities with pupils in school art education,
- is capable of theoretical reflection of own and pupils' activities,
- cooperates professionally in the field of pedagogical research,
- knows and applies the theoretical bases of art-pedagogical terminology and applies them in the didactic level of art education.

**Class syllabus:**

Course outcomes of subject (content):

1. Art education in curriculum documents. Characteristics and aim of the subject. Cognitive and communicative content of art education.
2. Designing the content and didactic dimension of art education at the primary level of education. Visual arts as a part of the cognitive process and stimulus of children's artistic creation.
3. Interdisciplinary designing of educational (art) models and their implementation into teaching of cross-cutting themes of the State Educational Programme.
4. Personality of the teacher. Responsible and competent decision-making of the teacher in situations of school art education based on the understanding of the specificity of art-aesthetic interaction and the relationship of art creation and creative processes. The role, function and didactic procedures of the teacher in the classroom, forms and methods of work. Functional vocabulary of the art teacher.
5. Evaluation and value creation in art education. Evaluation and diagnosis of artistic expression. Theory and art practice. Preventing formalism in art education.
6. Gradual acquisition of the psychodidactic dimension of the teacher's professional competence in art education (in the psychosocial, project, realization and reflective areas).
7. Direct art activities in the school environment.

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Compulsory/Recommended readings:

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KMEŤ, M., VALACHOVÁ, D. Míľniky (auto)evalvácie vo výtvarnej výchove. Belianum Pedagogická fakulta UMB Banská Bystrica 2019, ISBN 978-80-557-1590-2

SLAVÍK, J. Hodnocení v současné škole. Praha: Portál, 1999. ISBN 80-717-826-29.

Štátne vzdelávacie programy ISCED 0, 1, 2, 3.

VALACHOVÁ, D., LIPÁROVÁ, L. Didaktika výtvarnej výchovy 1. Banská Bystrica: Belianum. 2020, ISBN 978-80-557-1808-8.

National curricula: currently valid

VALACHOVÁ, D. Didaktika výtvarnej výchovy v primárnom vzdelávaní. Bratislava: UK, 2012. ISBN: 978-80-223-3215-6.

**Languages necessary to complete the course:**

Slovak language and Czech language

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 253						
A	ABS	B	C	D	E	FX
43,87	0,0	33,6	15,42	5,53	0,79	0,79
<b>Lecturers:</b>						
<b>Last change:</b> 21.09.2023						
<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.KPEP/M-UPVex213/22	<b>Course title:</b> Working with a literary text
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form: 10 S seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct instruction = 10 hours; 12 hours of self-study, 20 hours of continuous preparation for individual classes with application of specific assignments including reading of fiction texts, 6 hours of preparation for midterm test, 12 hours of preparation of final analyses with emphasis on application of both acquired knowledge and analytical-interpretive skills. Total 60 hours of student work Teaching methods: lecture, inductive-generative interview, discussion, demonstration, work with text, problem-based tasks, small group work, guided self-study, e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Active participation in the class is required to pass the course. Assessment includes: - Continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed when working with literary texts in the educational process; - a mid-term test after the specific thematic units after topic 5, with an emphasis on the application of the acquired knowledge in working with literary text (20 points); - final analyses with emphasis on the application of acquired knowledge, analytical and interpretative skills, including critical reflection and a proposal for the use of a specific fiction text for children in the primary education classroom (40 points). The course culminates in an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A pass mark of at least 60 % is required to pass the course (at least 60 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student	



who obtains less than 50 % of the marks for any component of the assessment (micro-assessments: less than 20 marks; mid-term test: less than 10 marks; final analysis: less than 20 marks).

The grade is awarded on a scale:

A (100-91 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of current theories of working with literary text in a primary school setting; the acquired knowledge in the field of the theory of literature, the process of reception of the text by the child reader and approaches to the literary text in didactic communication is logically organized; the student is able to apply, adapt, innovate and design the procedures of working with literary text in teaching practice at an excellent level, can analyse and critically and independently assess theoretical knowledge and specific materials, can creatively and independently solve individual tasks and assignments also within the framework of a comprehensive approach in the teaching of mother tongue and literature, can independently further his/her education.

B (90 - 81 %, very good - above average standard): very good performance: the student has a very good knowledge of current theories of working with literary text in the school environment at the primary level of education; he/she logically organizes the acquired knowledge in the field of the theory of literature, the process of the reception of the text by the child reader and approaches to literary text in didactic communication, can apply, adapt, innovate and design procedures for working with literary text in teaching practice without significant errors, can implement theoretical knowledge and specific materials, takes a partially critical attitude towards them, has the ability to independently solve individual tasks and assignments also within the framework of a comprehensive approach in the teaching of mother tongue and literature, can independently further their education.

C (80 - 73 %, good - normal reliable work): good performance: The student has a good understanding of current theories of working with literary text in a primary school setting; organizes the acquired knowledge in the field of the theory of literature, the process of reception of the text by the child reader and approaches to the literary text in didactic communication without significant errors, can apply, adapt and innovate the procedures of working with the literary text in teaching practice, can analyse theoretical knowledge and specific materials well, can reliably apply the acquired knowledge in practice, can reliably solve individual tasks and assignments, can reliably further his/her education.

D (72-66 %, satisfactory - acceptable results): satisfactory performance: The student has a satisfactory knowledge of current theories of working with literary text in a primary school setting; the acquired knowledge in the field of the theory of literature, the process of reception of the text by the child reader and approaches to the literary text in didactic communication is organized in an acceptable way, he/she can apply and adapt existing methods of working with literary text in teaching practice, he/she can analyze theoretical knowledge and specific materials well, he/she applies the acquired knowledge satisfactorily in practice, he/she can satisfactorily solve individual tasks and assignments, he/she has acceptable skills for self-study.

E (65-60%, sufficient - results meet minimum criteria): sufficient performance: The student demonstrates a minimum amount of knowledge of current theories of working with literary text in the primary school setting; the acquired knowledge in the field of the theory of literature, the process of reception of the text by the child reader and approaches to the literary text in didactic communication is problematically organized, can apply the existing procedures of working with literary text in teaching practice, can explain the knowledge, but with significant errors, can solve individual tasks and assignments at a minimal level and with significant professional help, has minimal skills for self-study.

Fx (59 - 0 %, insufficient - extra work required): poor performance: The student does not demonstrate sufficient knowledge of current theories of working with literary text in the school environment at the primary level of education; he/she is not able to logically organize the acquired

knowledge in the field of literary theory, the process of reception of the text by the child reader and approaches to literary text in didactic communication, he/she is not able to logically organize it, he/she is not able to apply it in working with literary text in teaching practice, he/she does not understand the knowledge sufficiently, he/she is not able to solve individual tasks and assignments, he/she is not able to further educate himself/herself.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will know selected aspects of contemporary theories of work with literary text in the school environment at the primary level of education, will acquire knowledge in the field of the theory of literature, will know the specifics of the process of reception of the text by the child reader and approaches to the literary text in didactic communication, the possibilities of developing literary competence of the pupil, cognitive and non-cognitive prerequisites for the formation of literary culture, individual phenomena will be perceived within the framework of a complex approach in teaching mother tongue and literature at the level of intra-, inter-, inter-subject, cross-curricular and competence integration, will be able to functionally, effectively and creatively apply, innovate and adapt them when working with literary text in practice, using activation methods of introducing and fixing selected literary science concepts, methods developing literary competence and cultivated reading of the pupil. The student will actively seek new approaches to the text and propose methods of working with literary text, learn how to actively gather information related to reflection on children's literature and culture, as well as projects promoting reading from websites, and implement them in the work with literary text in the teaching practice. He/she will understand the meaning of literature in the children's world, the need for stimuli at the right time and in adequate intensity, and will be able to naturally activate and develop a positive relationship with literature. In problem solving tasks, the student will develop analytical and synthetic skills, creativity, communication skills, reasoning in context, abstract and critical thinking skills not only in relation to the information obtained, but also in assessing the appropriateness and adequacy of methods for improving the literary competence of pupils in primary education. The acquired information can be communicated by the student to professionals and laymen alike.

**Class syllabus:**

Course outcomes of subject (content): The content of education and training in literary education in primary education. Textbooks of literary education for the 1st grade of primary school.

The student will master the basic content of education and training in literary education in primary education, will get to know the textbooks of literary education for the 1st grade of primary school, will understand the conceptual basis of integrated teaching of Slovak language and literature, will understand the importance of comprehensive development of pupil's competences in the context of transcurricular key competences.

2. Literary forms, types and genres.

The student will be familiar with the basic literary forms, types and genres, will be able to explain the invariant features of different genres of children's literature and distinguish between them, will be able to identify genre contaminations. The student will be able to apply the acquired knowledge when working with selected textual material for children's readers, will be aware of the importance of compatibility between the age of the reader and the literary genre for children, will be able to assess the appropriateness of a particular genre. The student will be able to identify and correct the most common errors in determining literary type, genre and form in pedagogical practice.

3. The character system of a literary work (style, tropes, figures).

The student becomes familiar with stylistically symptomatic words, learns the basic tropes and figures, distinguishes them, realizes their importance in building the meaning of the text. The student is able to create simple definitions of literary terms and to give age-appropriate examples.

Can use the acquired knowledge appropriately when working with selected textual material for children's readers. Knows activation methods for introducing and fixing selected concepts, e.g. by means of creative writing.

#### 4. Components of thematic construction of a literary work.

The student becomes familiar with the basic elements of the thematic level of a literary work (title, plot, theme, idea, character, time, space, etc.), distinguishes between them, realizes the importance of these elements in the construction of the meaning of the text. Can produce simple definitions of literary terms and give age-appropriate examples. Can use the acquired knowledge appropriately when working with selected textual material for children's readers. Knows activation methods for introducing and fixing selected concepts, e.g. by means of creative writing.

#### 5. Composition of a literary work.

The student becomes familiar with the external and internal composition of a literary work, differentiates between them, realizes the importance of these elements in the construction of the meaning of the text. The student is able to create simple definitions of literary terms and to give age-appropriate examples. Can use the acquired knowledge appropriately when working with selected textual material for children's readers. Knows activation methods for introducing and fixing selected concepts, e.g. by means of creative writing.

Written test.

#### 6. The child recipient and ontogenetic and psychosocial prerequisites for decoding a literary message. The process of reception of the text.

The student becomes acquainted with the specifics of the child recipient, the process of interiorization, realizes that in order to communicate independently with a literary work, the child must learn to perceive images and read the meaning of the text. He/she will acquire the criteria for selecting an appropriate text for didactic interpretation, which he/she will be able to implement in literary education. The student will be able to explain the need for intense aesthetic stimuli from age-appropriate literature in a varied genre in the development of the process of reception of a text. The student will be able to creatively apply methods that promote reading appetite (children's spontaneous desire to read) and will be familiar with such projects.

#### 7. Approaches to literary text in didactic communication.

The student becomes familiar with the basic characteristics of the interpretative, informative and illustrative approaches, he/she is able to use them appropriately when working with different types of texts. The student will realize the importance of the interpretative approach in school literary education. They will be able to explain a literary work as a source of aesthetic experience and literary-communication activities at the same time. He/she will be able to creatively apply the acquired knowledge to activities aimed at intensifying the aesthetic sensitivity towards a literary text, taking into account the child's experiential and cognitive horizon.

#### 8. Possibilities of developing the pupil's literary competence. Creative interpretation.

The student will become familiar with the application of a comprehensive approach in the teaching of mother tongue language and literature at the level of intra-, inter-, inter-subject, cross-curricular and competence integration. He/she will be able to explain literary competence, will be able to perceive, experience, interpret and evaluate an artistic text himself/herself, and will be able to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will be able to creatively apply the acquired knowledge when working with selected text material for children's readers. The student will be familiar with methods of developing literary competence and will be able to implement them.

#### 9. Formation of a cultured and sophisticated child reader.

The student will become familiar with the cognitive and noncognitive prerequisites for the formation of literary culture, realize the meaning of literature in the children's world, the need for stimuli at the right time and in adequate intensity. The acquired knowledge can be creatively

applied in a synaesthetic approach to the text. He/she will be familiar with methods of developing a cultivated child reader (e.g. from the Reading Room project) and will be able to implement them in literary education lessons.

10. Practical examples of analysis and interpretation of literary texts with emphasis on developing literary competence in the younger school-age student.

The student will consolidate creative work with literary texts through analysis and interpretation with an emphasis on developing the literary competence of the younger school-age pupil, indicating the potential of tasks given before reading, during reading and after reading the text, as well as with regard to pro-social, linguistic, environmental and intercultural education through children's literature. He/she will be able to creatively implement the acquired theoretical knowledge and analytical-interpretive skills in the teaching of literature education in primary education.

**Recommended literature:**

Compulsory/Recommended readings:

Liptáková, Ľ. a kol. (2011). Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov : Prešovská univerzita v Prešove, Pedagogická fakulta. ISBN 978-80-555-0462-9. (vybrané kapitoly)

Hník, O. (2007). Hravá interpretace v hodinách čtení a literární výchovy. Jinočany : H&H. ISBN 80-7319-067-2.

Odporúčaná literatúra:

Eliašová, V., Kočanová, M., Lacko, I. (2007). Na stope slovám. Bratislava : Štátny pedagogický ústav. ISBN 978-80-89225-35-4. Dostupné na: <https://www.yumpu.com/xx/document/view/34886824/na-stope-slovam-a-tatny-pedagogicka-1-2-astav/2>. (vybrané techniky tvorivého písania)

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 140

A	ABS	B	C	D	E	FX
43,57	0,0	28,57	20,71	5,0	0,71	1,43

**Lecturers:** Mgr. Eva Faithová, PhD., Mgr. Mária Halašková, PhD.

**Last change:** 21.09.2023

**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.KPEP/M-UPVex213/22	<b>Course title:</b> Working with a literary text
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: per level/semester:</b> 10s <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: Scope, type/method of teaching and organizational form: 10 S seminar + 12 hours of self-study; a total of 22 hours per semester, by the combined method, mostly in attendance. Student workload: 2 x 5 hours of direct instruction = 10 hours; 12 hours of self-study, 20 hours of continuous preparation for individual classes with application of specific assignments including reading of fiction texts, 6 hours of preparation for midterm test, 12 hours of preparation of final analyses with emphasis on application of both acquired knowledge and analytical-interpretive skills. Total 60 hours of student work Teaching methods: lecture, inductive-generative interview, discussion, demonstration, work with text, problem-based tasks, small group work, guided self-study, e-learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course completion requirements: Active participation in the class is required to pass the course. Assessment includes: - Continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed when working with literary texts in the educational process; - a mid-term test after the specific thematic units after topic 5, with an emphasis on the application of the acquired knowledge in working with literary text (20 points); - final analyses with emphasis on the application of acquired knowledge, analytical and interpretative skills, including critical reflection and a proposal for the use of a specific fiction text for children in the primary education classroom (40 points). The course culminates in an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A pass mark of at least 60 % is required to pass the course (at least 60 points). A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student	

who obtains less than 50 % of the marks for any component of the assessment (micro-assessments: less than 20 marks; mid-term test: less than 10 marks; final analysis: less than 20 marks).

The grade is awarded on a scale:

A (100-91 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of current theories of working with literary text in a primary school setting; the acquired knowledge in the field of the theory of literature, the process of reception of the text by the child reader and approaches to the literary text in didactic communication is logically organized; the student is able to apply, adapt, innovate and design the procedures of working with literary text in teaching practice at an excellent level, can analyse and critically and independently assess theoretical knowledge and specific materials, can creatively and independently solve individual tasks and assignments also within the framework of a comprehensive approach in the teaching of mother tongue and literature, can independently further his/her education.

B (90 - 81 %, very good - above average standard): very good performance: the student has a very good knowledge of current theories of working with literary text in the school environment at the primary level of education; he/she logically organizes the acquired knowledge in the field of the theory of literature, the process of the reception of the text by the child reader and approaches to literary text in didactic communication, can apply, adapt, innovate and design procedures for working with literary text in teaching practice without significant errors, can implement theoretical knowledge and specific materials, takes a partially critical attitude towards them, has the ability to independently solve individual tasks and assignments also within the framework of a comprehensive approach in the teaching of mother tongue and literature, can independently further their education.

C (80 - 73 %, good - normal reliable work): good performance: The student has a good understanding of current theories of working with literary text in a primary school setting; organizes the acquired knowledge in the field of the theory of literature, the process of reception of the text by the child reader and approaches to the literary text in didactic communication without significant errors, can apply, adapt and innovate the procedures of working with the literary text in teaching practice, can analyse theoretical knowledge and specific materials well, can reliably apply the acquired knowledge in practice, can reliably solve individual tasks and assignments, can reliably further his/her education.

D (72-66 %, satisfactory - acceptable results): satisfactory performance: The student has a satisfactory knowledge of current theories of working with literary text in a primary school setting; the acquired knowledge in the field of the theory of literature, the process of reception of the text by the child reader and approaches to the literary text in didactic communication is organized in an acceptable way, he/she can apply and adapt existing methods of working with literary text in teaching practice, he/she can analyze theoretical knowledge and specific materials well, he/she applies the acquired knowledge satisfactorily in practice, he/she can satisfactorily solve individual tasks and assignments, he/she has acceptable skills for self-study.

E (65-60%, sufficient - results meet minimum criteria): sufficient performance: The student demonstrates a minimum amount of knowledge of current theories of working with literary text in the primary school setting; the acquired knowledge in the field of the theory of literature, the process of reception of the text by the child reader and approaches to the literary text in didactic communication is problematically organized, can apply the existing procedures of working with literary text in teaching practice, can explain the knowledge, but with significant errors, can solve individual tasks and assignments at a minimal level and with significant professional help, has minimal skills for self-study.

Fx (59 - 0 %, insufficient - extra work required): poor performance: The student does not demonstrate sufficient knowledge of current theories of working with literary text in the school environment at the primary level of education; he/she is not able to logically organize the acquired

knowledge in the field of literary theory, the process of reception of the text by the child reader and approaches to literary text in didactic communication, he/she is not able to logically organize it, he/she is not able to apply it in working with literary text in teaching practice, he/she does not understand the knowledge sufficiently, he/she is not able to solve individual tasks and assignments, he/she is not able to further educate himself/herself.

**Learning outcomes:**

Learning outcomes/ Objectives and learning outcomes:

The student will know selected aspects of contemporary theories of work with literary text in the school environment at the primary level of education, will acquire knowledge in the field of the theory of literature, will know the specifics of the process of reception of the text by the child reader and approaches to the literary text in didactic communication, the possibilities of developing literary competence of the pupil, cognitive and non-cognitive prerequisites for the formation of literary culture, individual phenomena will be perceived within the framework of a complex approach in teaching mother tongue and literature at the level of intra-, inter-, inter-subject, cross-curricular and competence integration, will be able to functionally, effectively and creatively apply, innovate and adapt them when working with literary text in practice, using activation methods of introducing and fixing selected literary science concepts, methods developing literary competence and cultivated reading of the pupil. The student will actively seek new approaches to the text and propose methods of working with literary text, learn how to actively gather information related to reflection on children's literature and culture, as well as projects promoting reading from websites, and implement them in the work with literary text in the teaching practice. He/she will understand the meaning of literature in the children's world, the need for stimuli at the right time and in adequate intensity, and will be able to naturally activate and develop a positive relationship with literature. In problem solving tasks, the student will develop analytical and synthetic skills, creativity, communication skills, reasoning in context, abstract and critical thinking skills not only in relation to the information obtained, but also in assessing the appropriateness and adequacy of methods for improving the literary competence of pupils in primary education. The acquired information can be communicated by the student to professionals and laymen alike.

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Can use the acquired knowledge appropriately when working with selected textual material for children's readers. Knows activation methods for introducing and fixing selected concepts, e.g. by means of creative writing.

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**Languages necessary to complete the course:**

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Total number of evaluated students: 140

A	ABS	B	C	D	E	FX
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**Lecturers:** Mgr. Eva Faithová, PhD., Mgr. Adela Dúbravová, PhD.

**Last change:** 21.09.2023

**Approved by:**