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**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde027/22 | **Course title:**<br>Abuse prevention |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects: none<br>Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course.<br>The rating is awarded on a scale:<br>A (100-91%, excellent - excellent results with only minimal errors),<br>B (90-81%, very good - above average results with minor errors),<br>C (80-73%, good - normal reliable work, average results),<br>D (72-66%, satisfactory - acceptable results, but significant errors occur),<br>E (65-60%, sufficient - results meet minimum criteria),<br>Fx (59-0%, insufficient - extra work required).<br>A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.<br>A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.<br>A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor. | |

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

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

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

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

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

**Languages necessary to complete the course:**
: slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 577

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,86 | 0,0 | 21,66 | 13,0 | 6,24 | 2,25 | 3,99 |

**Lecturers:** Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Languages necessary to complete the course:**
: slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 577

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,86 | 0,0 | 21,66 | 13,0 | 6,24 | 2,25 | 3,99 |

**Lecturers:** Mgr. Štefánia Ferková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde015/22 | An Overview of the Development of the English Language |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1S
Teaching mode: in-person, combined
Scope (number of hours): 1 per week, 11 per semester
Student workload: 50 hours in total
Direct teaching: 11 h, home preparation (revision, work with resources): 8 h, preparation for student's own presentation and discussion (drafting, training, preparation of questions): 12 h, writing final seminar paper: 6 h, preparation for the test: 13 h
Teaching methods:
Presentation of learning material, explanation, brainstorming, dialogic methods (dialogue, discussion) about the given period of history – presenting of student's own opinion, presentation, analysis and evaluation, student's individual work, group work, practical application of the acquired knowledge

**Number of credits:** 2

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements
Attendance (maximum 3 excused absences) and submission of a#presentation of required extent and quality
Continuous assignment (100 percent):
Elaboration and presentation of a#topic of the student's choice: 30%
Leading a#discussion by the student on the topic of his presentation: 10%
Final seminar paper: 20%
Final test: 40%
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has an excellent overview of the development of the English language, understands and independently correlates the changes in the individual periods, has clear

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

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

participates in the discussion at the required linguistic level, demonstrates his/her argumentative skills and has personal and affective prerequisites for a#humanistic and intercultural approach to the teaching process.

**Class syllabus:**

Course contents:

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

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

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

**Recommended literature:**

Compulsory readings:

(Selected chapters by the teacher's instructions)

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

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

Recommended readings:

(Selected chapters by the teacher's instructions)

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

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

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 38,1 | 0,0 | 21,43 | 7,14 | 11,9 | 14,29 | 7,14 |

**Lecturers:**

**Last change:** 29.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde015/22 | An Overview of the Development of the English Language |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1S
Teaching mode: in-person, combined
Scope (number of hours): 1 per week, 11 per semester
Student workload: 50 hours in total
Direct teaching: 11 h, home preparation (revision, work with resources): 8 h, preparation for student's own presentation and discussion (drafting, training, preparation of questions): 12 h, writing final seminar paper: 6 h, preparation for the test: 13 h
Teaching methods:
Presentation of learning material, explanation, brainstorming, dialogic methods (dialogue, discussion) about the given period of history – presenting of student's own opinion, presentation, analysis and evaluation, student's individual work, group work, practical application of the acquired knowledge

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements
Attendance (maximum 3 excused absences) and submission of a#presentation of required extent and quality
Continuous assignment (100 percent):
Elaboration and presentation of a#topic of the student's choice: 30%
Leading a#discussion by the student on the topic of his presentation: 10%
Final seminar paper: 20%
Final test: 40%
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has an excellent overview of the development of the English language, understands and independently correlates the changes in the individual periods, has clear

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

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

participates in the discussion at the required linguistic level, demonstrates his/her argumentative skills and has personal and affective prerequisites for a#humanistic and intercultural approach to the teaching process.

**Class syllabus:**

Course contents:

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

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

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

**Recommended literature:**

Compulsory readings:

(Selected chapters by the teacher's instructions)

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

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

Recommended readings:

(Selected chapters by the teacher's instructions)

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

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

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 42

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 38,1 | 0,0 | 21,43 | 7,14 | 11,9 | 14,29 | 7,14 |

**Lecturers:**

**Last change:** 29.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KAJL/B-ANGde034/22 | **Course title:**<br>Analysis and Development of Teaching Materials |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Type, volume, methods and workload of the student - additional information**<br>Type of activities, scope (number of hours) and methods of educational activities:<br>Form of teaching: 2S<br>Teaching mode: in-person, combined<br>Scope (number of hours): 2 per week, 22 per semester<br>Student workload: 75 hours in total<br>Direct teaching = 22 hours, continuous home preparation = 17 hours, analysis of a selected textbook approved by the Ministry of Education, Science, Research and Sport of the Slovak Republic = 9 hours, creation of modified activities for dyslexic learners = 9 hours, creation of a set of activities for a selected authentic text = 9 hours, creation of activities for a selected part of a film = 9 hours<br>Teaching methods:<br>brief explanation of the subject matter, dialogic methods (debate, discussion, colloquium), brainstorming, creation of mind maps and teaching materials, working with a text, an introspective analysis of the own experience | |
| **Number of credits:** 3 | |
| **Recommended semester:** 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>none | |
| **Course requirements:**<br>Course completion requirements:<br>Continuous assessment (100 points):<br>Analysis of a selected textbook (25 points)<br>Creation of a set of modified activities for dyslexic learners (25 points)<br>Creation of a set of activities for a selected authentic text for learners in the lower secondary education (25 points)<br>Creation of a set of activities for a certain part of a selected film for learners in the upper secondary education (25 points)<br>Grading:<br>100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX<br>A (excellent performance): The student can independently analyse the selected textbook, can independently create a set of modified activities for learners with dyslexia, can independently select | |

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

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

**Class syllabus:**

Course contents:

Didactic materials (basic terminology, classifications), their functions and implementation in the teaching process - through brainstorming, students present their knowledge and opinions about the didactic materials used in English lessons. Through a brief explanation of the subject matter, they will expand their knowledge, which will be later implemented in their works.

Textbook, its meaning, evaluation of textbooks, legislation related to the purchase and distribution of approved textbooks, textbooks and workbooks, editorial portal, digitalization of textbooks, eAktovka - they will present their ideas about the function of the textbook, as well as the process of approving textbooks by the Ministry of Education, Science, Research and Sport and will demonstrate their ideas about this process by creating a#mind map. They will become familiar with the legislation and then they will discuss to what extent their ideas about the legislation process were the same. They will analyse a selected English textbook based on the criteria of the Ministry of Education, Science, Research and Sport.

Teaching materials for learners with SEN - through a brief explanation of the subject matter, students are introduced to the multisensory approach and examples of activities and strategies used in teaching learners with SEN and then they create activities themselves.

Authentic materials in teaching English, reading comprehension, listening comprehension - in the discussion, they will present their experience with the use of authentic materials in learning English with a focus on developing reading and listening comprehension, through a brief explanation of the subject matter, they will become familiar with the necessary terminology and methodological procedure for incorporating authentic materials into the curriculum and with the principles applied in teaching reading and listening comprehension. They will select an appropriate authentic text and film for a selected group of learners and create activities.

**Recommended literature:**

Compulsory readings:

Documents related to the process of approving didactic materials (Protocols for the issuance of approval endorsements (available online)

Textbook evaluation criteria and forms (available online)

HOMOLOVÁ, E. (2003). Autentický materiál ako prostriedok rozvoja jazykových a#komunikatívnych kompetencií žiakov. Banská Bystrica: Univerzita Mateja Bela.

NIJAKOWSKA, J. et al. (2014). Dyslexia for Teachers of English as a#Foreign Language. DysTEFL2 materials. Available online.

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

TUREK, I. (2010). Didaktika. Bratislava: Iura Edition. (selected chapters)

Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov (available online)

Recommended readings:

GODIŠ, T. (2016). Multimediálne prostriedky vo vyučovaní cudzieho jazyka na vysokej škole. In Aplikované jazyky v univerzitnom kontexte III. TU Zvolen, pp. 100–110. [online]

PETLÁK, E. (2004). Všeobecná didaktika. Bratislava: Iris.

PETTY, G. (2013). Moderní vyučování. Praha: Portál.

POKRIVČÁKOVÁ, S. et al. (2015). Teaching Foreign Languages to Learners with Special Educational Needs. Nitra: UKF.

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

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 28

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,57 | 0,0 | 28,57 | 0,0 | 0,0 | 3,57 | 14,29 |

**Lecturers:** PaedDr. Eva Smetanová, PhD.

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde022/22 | Anglo-American Short Story |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, home preparation for class = 11 hours, creating a presentation of a specific short story and its context = 15 hours, written analysis of a selected topic based on one work = 27 hours
Teaching methods:
Brief overview of the development of the short story genre, analysis and interpretation of literary works, dialogical methods (debate, discussion, colloquium), presentation of own views based on introspective analysis of own (pedagogical) experiences, self-reflection based on the literary draft and discussion during the lessons, presentation with application possibilities of the literary text, critical reflection of the presentations

**Number of credits:** 3

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:** PdF.KAJL/B-ANGde002/22 - Introduction to the Study of Anglophone Literature

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

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

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 105

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,38 | 0,0 | 14,29 | 16,19 | 2,86 | 9,52 | 4,76 |

| |
|---|
| **Lecturers:** Mgr. Diana Židová, PhD. |
| **Last change:** 01.10.2023 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KAJL/B-ANGde036/22 | **Course title:**<br>Anglophone Countries in Historical Contexts |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Type, volume, methods and workload of the student - additional information**<br>Type of activities, scope (number of hours) and methods of educational activities:<br>Form of teaching: 2S<br>Teaching mode: in-person, combined<br>Scope (number of hours): 2 per week, 22 per semester<br>Student workload: 75 hours in total<br>Direct teaching = 22 hours, home preparation for class (reading assigned texts, working on online quizzes = 22 hours); work on research project = 15 hours; preparation for research project presentation = 6 hours; preparation for the end-of-term test = 10 hours<br>Teaching methods:<br>Discussion and critical analysis of assigned texts; group work; discussion (simulation of contemporary social discourses and debates in Anglophone countries, taking a position); identification of historical factors of social discourses; application of theoretical (historical) knowledge to the analysis of social discourses; comparison of variations in Anglophone countries; brainstorming on the pedagogical applications of selected historical and social issues; presentation; critical reflection on presentations; e-learning (online quizzes before class | |
| **Number of credits:** 3 | |
| **Recommended semester:** 3. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>none | |
| **Course requirements:**<br>Course completion requirements:<br>Continuous assessment (100 points/percent):<br>Online quizzes – ungraded (A minimum score of 70% on the quizzes is required to complete the course. Students have an unlimited number of attempts before the actual class.)<br>Summaries of readings and class discussions (10 points/percent)<br>Presentations (30 points/percent)<br>End-of-term test focusing on the critical analysis of assigned texts and questions related to presentations (60 points/percent)<br>Grading:<br>100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX | |

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

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

**Class syllabus:**

Course contents:

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

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

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

Projects related to specific social issues and their historical roots

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

**Recommended literature:**

Compulsory readings:

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

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

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

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

Recommended readings:

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

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

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

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

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:**

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 2

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.

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

**Learning outcomes:**

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

**Class syllabus:**

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

**Recommended literature:**

Recommended reading:
Selection of literature according to the chosen topic of the thesis;
Current directive of the Rector of Charles University on the basic requirements of thesis;
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454
STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta, . ISBN 978-80-8063-359-2.

**Languages necessary to complete the course:**

Slovak language (in the case of language subject approbations also the target language)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 959

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,19 | 0,0 | 24,61 | 10,01 | 3,02 | 1,56 | 2,61 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment that is handed in on the due date is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.

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

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

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

**Recommended literature:**
Recommended reading:
Selection of literature according to the chosen topic of the thesis;
Current directive of the Rector of Charles University on the basic requirements of thesis;
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác - vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave. Bratislava: Stimul. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma. ISBN 8089132454
STAROŇOVÁ, K. (2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta, . ISBN 978-80-8063-359-2.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 959

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,19 | 0,0 | 24,61 | 10,01 | 3,02 | 1,56 | 2,61 |

**Lecturers:** Mgr. Miriam Viršinská, PhD., Mgr. Veronika Valkovičová, PhD., Mgr. Miroslava Repiská, PhD., PhDr. Mojmír Malovecký, PhD., prof. PaedDr. Dušan Kostrub, PhD., doc. PaedDr. Martina Šipošová, PhD., PaedDr. Peter Gergel, PhD., doc. PhDr. Marian Groma, PhD., Mgr. Mária Halašková, PhD., Mgr. Lucia Hradská, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**STATE EXAM DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZšt011/15 | **Course title:**<br>Bachelor's thesis defence |
| **Number of credits:** 12 | |
| **Educational level:** I. | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

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

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

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

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

The rating is awarded on a scale:

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

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

**Learning outcomes:**

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

**Class syllabus:**

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

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

**State exam syllabus:**

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

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

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde011/22 | Basics of Didactics of Foreign Languages |

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

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours a week lecture, 2 hours per week seminar; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: 44 hours of in-person teaching; 40 hours of ongoing tasks and study; 20 of hours preparation of an assignment requiring individual work; 46 hours individual study of professional literature and preparation for exam. A total of 150 hours of student work.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, written works, presentations, controlled self-study, work in small groups, solution of tasks and assignments, observation and written reflection, brainstorming, class simulation and written self-reflection, e-learning.

**Number of credits:** 6

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated continuously and at the end of the course.
The interim evaluation is 35 %: active participation in classroom activities10 %; elaboration of ongoing written tasks on individual topics of 10 %; elaboration of an individual task according to the assignment of 15 %. Fulfilment of the conditions for interim evaluation is a condition for participation in the examination.
The final test represents 65 % of the evaluation.
Assessment of the test:
(the sum of the points for all responses reflects the level of knowledge acquisition)
60-65: The student has learned knowledge of the basics of didactics of the Spanish language, is excellently oriented in the given issue and knows terminology.
55-59: The student has learned knowledge of the basics of Spanish-language didactics and focuses on the issue at above-standard level, in the answers there are occasional minor inaccuracies, he uses the correct terminology.
50-54: The student has acquired standard knowledge of the basics of didactics of the Spanish language, in the answers there are less serious terminological or content deficiencies.
45-49: The student has acquired knowledge of the basics of Spanish-language didactics at a satisfactory level, the level of responses is average, there are terminological or content deficiencies.

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 30,88 | 0,0 | 20,59 | 17,65 | 11,76 | 7,35 | 11,76 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde029/22 | Basics of the first aid |

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

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment:
(a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries
(b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as an active performance of a drill on the basic principles of first aid with a maximum of 20 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on the theoretical knowledge and solve the situation when providing first aid in practice
B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice
C (80-73%, good - normal reliable work), good performance, although the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard on their basis, but can partially solve the situation when providing first aid in practice

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

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

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

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

**Languages necessary to complete the course:**
slovak language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 361

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 67,04 | 0,0 | 10,8 | 7,76 | 4,99 | 4,71 | 4,71 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde029/22 | **Course title:**<br>Basics of the first aid |
| **Educational activities:**<br>**Type of activities:** practicals<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 2 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment:
(a) a continuous written assessment with a maximum of 80 points aimed at testing knowledge and understanding of general first aid principles as well as basic first aid principles for life-threatening conditions (cessation of breathing, blood circulation), serious injuries (bleeding, burning, scalding, hypothermia, frostbite, bone and joint injuries, injuries to body orifices) and minor injuries
(b) by developing an activity on the chosen first aid topic in the form of a simulation of the health problem mentioned above as well as an active performance of a drill on the basic principles of first aid with a maximum of 20 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 40 points on the written midterm and fails to prepare for the activity. A minimum score of 60% is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results), excellent performance, the student has excellent knowledge of theoretical knowledge of medical procedures in cases of health threat, can simulate a case of health threat based on the theoretical knowledge and solve the situation when providing first aid in practice
B (90-81%, very good - above average standard), excellent performance, the student knows the theoretical knowledge of medical procedures in cases of health threat very well, can simulate a case of health threat only partially on the basis of the theoretical knowledge, but can deal with the situation when providing first aid in practice
C (80-73%, good - normal reliable work), good performance, although the student has a good knowledge of theoretical knowledge of medical procedures in cases of health hazards, but cannot simulate a case of a health hazard on their basis, but can partially solve the situation when providing first aid in practice

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

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

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

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

**Languages necessary to complete the course:**
slovak language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 361

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 67,04 | 0,0 | 10,8 | 7,76 | 4,99 | 4,71 | 4,71 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde043/24 | COMENIUS – Practice in a Choir I. |

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

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 11

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

**Lecturers:** doc. Monika Bažíková, ArtD.

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde043/24 | COMENIUS – Practice in a Choir I. |

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

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 11

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

**Lecturers:** doc. Monika Bažíková, ArtD.

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde044/24 | COMENIUS – Practice in a Choir II. |

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

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1

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

**Lecturers:** doc. Monika Bažíková, ArtD.

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KP/B-VUZde044/24 | COMENIUS – Practice in a Choir II. |

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

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1

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

**Lecturers:** doc. Monika Bažíková, ArtD.

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde032/22 | Chapters from British and American Literature |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, home preparation for class (reading assigned texts, working on online quizzes) = 22 hours, preparation of two oral exercises = 11 hours, preparation of final written work = 20 hours
Teaching methods:
Discussion and critical analysis of literary works, dialogical methods (debates, discussions), analysis of video recordings (filmed examples of works, relevant social events), team work, presentation and critical reflection on presentations, guided self-study

**Number of credits:** 3

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:** PdF.KAJL/B-ANGde002/22 - Introduction to the Study of Anglophone Literature

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

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

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

**Learning outcomes:**

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 99

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 62,63 | 0,0 | 18,18 | 15,15 | 1,01 | 1,01 | 2,02 |

**Lecturers:** Mgr. Diana Židová, PhD.

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde031/22 | Child biological development and school hygiene |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism.

They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation

**Class syllabus:**

Brief outline of the course:

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

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

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

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

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

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

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

basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)

**Recommended literature:**

Recommended reading:

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

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

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde031/22 | **Course title:**<br>Child biological development and school hygiene |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment (100% of the interim assessment).

The subject is finished:

(a) a continuous written assessment with a maximum score of 80 points aimed at reviewing knowledge and knowledge of the child's developmental characteristics and the factors that affect the child's biological physiological development and which may be the causes of pathological growth and at the same time the consequences of a lower level of the child's ability to cope with the educational process of school education; reviewing the knowledge and use of methods that assess and diagnose physiologically healthy , resp. pathological biological growth and development of the child and, ultimately, on the issue of prevention and protection of the child's health in all its components of the bio-psycho-social nature of the child's development

b) by developing protocols for the assessment and diagnosis of biological development with a maximum score of 20 points as a form of the ability to apply theoretical knowledge about physiologically healthy or pathological biological development of the child to pedagogical practice

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E.

Credit will not be awarded to a student who scores less than 40 points on the written midterm review and fails to complete a protocol for assessing and diagnosing the child's biological development. A minimum score of 60% is required to pass the course.

The rating is awarded on a scale:

A (100-91%, proficient - outstanding), excellent performance, the student has an excellent command of the knowledge of physiologically healthy biological development of the child and has an excellent understanding of the environmental factors that cause pathological growth as a result of the child's lower ability to cope with the educational process of the student's schooling, critically assesses the adequacy of the demands of the educational process on the physical and psychological performance of the child, the student can apply the methods of assessment and

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

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
Upon completion of the course, students should have knowledge and understanding of the biological laws of growth and development and the factors that determine them. They will acquire knowledge of the bio-psycho-social integration of the human organism. Understand the spatio-temporal sequence and interdependence of changes in the structure and function of the human organism.

They will become familiar with critical developmental periods and risk factors interfering with physiological growth and development. They will understand the principles of regulation and adaptation of the organism in the context of environmental influences. At the same time, students will strengthen their mathematical skills and analytical abilities in the development of protocols for the assessment of child biological development. Ultimately, the course will provide students with the ability to evaluate the appropriateness of the demands of the educational process on a child's physical and psychological performance in relation to the child's level of biological maturation

**Class syllabus:**

Brief outline of the course:

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

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

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

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

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

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

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

basic principles of the organisation of teaching and the correct hygiene of the school environment in terms of the physical and mental hygiene of the pupil)

**Recommended literature:**

Recommended reading:

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

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

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs).
Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b).
Intermediate assessment 2: consists of a review of the knowledge acquired, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

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

**Learning outcomes:**
Learning objectives and outcomes:
By completing the Communication in education course, the student should:
- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for Developing of critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and through their application in discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility.

**Class syllabus:**
Brief outline of the course:
The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.
Topics:
Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - its functions, levels, basic rules, organizational forms. Interaction styles of the teacher. Extralinguistic means of communication, paralinguistic aspects of speech. Verbal communication - monologue, dialogue,

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

**Recommended literature:**

Compulsory reading:
GAVORA, P. (2007). Učiteľ a žiaci v komunikácii. Bratislava: UK.. 197s. ISBN 978-80-223-2327-7
Recommended reading:
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8
KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave. 143-160s. ISBN 978-80-223-4661-0
ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**
slovak and czech

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

**Past grade distribution**
Total number of evaluated students: 1501

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 51,1 | 0,0 | 23,72 | 11,79 | 4,8 | 2,93 | 5,66 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD.

**Last change:** 11.08.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class. This is a prepared micro-performance (alone or in pairs).
Semester work for interim assessment 1: consists of a creative assignment for 40b (20+20). This includes preparation of an oral micro-presentation for 10-15 minutes and feedback (20b) and preparation of a visual presentation in a graphics program (20b).
Intermediate assessment 2: consists of a review of the knowledge acquired, i.e. a test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

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

**Learning outcomes:**
Learning objectives and outcomes:
By completing the Communication in education course, the student should:
- Be able to compare student-centered and teacher-centered approaches in communication,
- be able to justify the choice and appropriateness of the communication approaches used in teaching,
- be able to create a presentation with high quality content and visually interesting,
- be able to apply theoretical knowledge in the creation of oral micro output,
- be able to present a micro performance in front of a group and be able to give or receive feedback,
- be able to argue correctly and be able to make a factually correct argument,
- understand the importance of selection and analysis of information and information sources,
- know methods for Developing of critical thinking,
- acquire presentation and communication skills and be able to apply them in practical tasks.

Transferable competences: the student strengthens soft skills such as communication skills through creative tasks in the course, furthermore analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and through their application in discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility.

**Class syllabus:**
Brief outline of the course:
The aim of the course is the practical use of theoretical knowledge about effective communication in the educational process through training and micro-performances. The course is designed to prepare students for the future teaching profession in the field of critical and independent thinking, communication and rhetorical skills, collaboration, creative activity, self-assessment, feedback, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will use their own potential and develop the inter and intra personal aspects of their own personality.
Topics:
Communication in education in theory - definition of communication, types of communication, information theory and its components. Communication in education - its functions, levels, basic rules, organizational forms. Interaction styles of the teacher. Extralinguistic means of communication, paralinguistic aspects of speech. Verbal communication - monologue, dialogue,

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

**Recommended literature:**

Compulsory reading:
GAVORA, P. (2007). Učiteľ a žiaci v komunikácii. Bratislava: UK.. 197s. ISBN 978-80-223-2327-7
Recommended reading:
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8
KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave. 143-160s. ISBN 978-80-223-4661-0
ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**
slovak and czech

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

**Past grade distribution**
Total number of evaluated students: 1501

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 51,1 | 0,0 | 23,72 | 11,79 | 4,8 | 2,93 | 5,66 |

**Lecturers:** prof. PaedDr. Ján Danek, CSc.

**Last change:** 11.08.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 37

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

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 37

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

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak or Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

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

**Lecturers:** PhDr. Mária Medveczká, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak or Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

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

**Lecturers:** PhDr. Mária Medveczká, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 27

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

**Lecturers:** PhDr. Mária Medveczká, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 27

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

**Lecturers:** PhDr. Mária Medveczká, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 14

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 50,0 | 0,0 | 28,57 | 21,43 | 0,0 | 0,0 | 0,0 |

**Lecturers:** PhDr. Mária Medveczká, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 14

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 50,0 | 0,0 | 28,57 | 21,43 | 0,0 | 0,0 | 0,0 |

**Lecturers:** PhDr. Mária Medveczká, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde037/22 | Developing English Vocabulary |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 h, continuous out-of-class preparation (revising + homework) = 11 h, 1st practical test = 21 h, 2nd practical test = 21 h
Teaching methods:
Individual practice of the discussed lexical phenomena, pair-work, discussion of the topics covered in the class, didactic games, lexical analysis of short authentic texts, comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary

**Number of credits:** 3

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
The final grade will be awarded to those students who have satisfactory attendance (maximum of 3 authorized absences, or depending on the situation) and who have taken all tests administered during the semester. The student is entitled to alternative dates of the tests (if he/she has not attended the assessment for medical or other serious reasons), but the student is not entitled to any re-sits.
Continuous assessment (100%):
1st practical test (50%)
2nd practical test (50%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student can practically identify individual types of English word-formation, has a rich vocabulary formed by means of various word-formation processes, knows all types of individual word classes and many ways of their functional and stylistic use, knows and can

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

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

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

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

**Recommended literature:**
Compulsory readings:
McCARTHY, M. (1990). Vocabulary. Oxford: Oxford University Press.
McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use. Upper-intermediate. 4th edition. Cambridge University Press.
WATCYN-JONES, P. and FARRELL, M. (2002). Test your Vocabulary 4. Harlow: Pearson Education Limited.
All of the above books are available in Slovak libraries and/or bookshops.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde031/22 | Developing Phonetic and Phonological Skills |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 h, continuous out-of-class preparation (revising + homework) = 11 h, 1st practical test = 8 h, pronunciation of short sentences = 8h, 2nd practical test = 13 h, oral presentation of a text = 13 h
Teaching methods:
Concise explanation/description of the subject matter, individual and group pronunciation practice, pair-work, transcription of words and short sentences, listening to recordings, didactic games, using audio-visual technology, phonetic and phonological analysis of words and sentences, peer pronunciation analysis and evaluation, building strategies for the practicing of correct pronunciation

**Number of credits:** 3

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KAJL/B-ANGde006/22 - Phonetics and Phonology of English Language

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

**Course requirements:**
Course completion requirements:
The final grade will be awarded to those students who have satisfactory attendance (maximum of 3 authorized absences, or depending on the situation) and who have taken all three tests administered during the semester. The student is entitled to alternative dates of the tests (if he/she has not attended the assessment for medical or other serious reasons), but the student is not entitled to any re-sits.
Continuous assessment (100%):
1st practical test (20%)
Pronunciation of short sentences (20%)
2nd practical test (30%)
Oral text presentation (30%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 11

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 18,18 | 0,0 | 9,09 | 36,36 | 9,09 | 27,27 | 0,0 |

**Lecturers:**

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde035/22 | **Course title:**<br>Developing critical thinking |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects:<br>Prerequisites for successful completion of the course:<br>The course is completed with an assessment, weighted interim/final assessment 100/0.<br>100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies.<br>For successful completion of the course it is necessary to obtain at least 60% of the points.<br>The rating is awarded on a scale:<br>A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently.<br>B (90-81%, very good - above average standard), ), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level<br>C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings<br>D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level<br>E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level<br>Fx (59-0%, insufficient - extra work required) | |
| **Learning outcomes:**<br>Learning outcomes:<br>Learning objectives and outcomes and transferable competences:<br>Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They | |

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

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

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

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 214

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 57,94 | 0,0 | 26,17 | 5,14 | 2,8 | 1,4 | 6,54 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD., Mgr. Ondrej Hronec, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde035/22 | **Course title:**<br>Developing critical thinking |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects:<br>Prerequisites for successful completion of the course:<br>The course is completed with an assessment, weighted interim/final assessment 100/0.<br>100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies.<br>For successful completion of the course it is necessary to obtain at least 60% of the points.<br>The rating is awarded on a scale:<br>A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently.<br>B (90-81%, very good - above average standard), ), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level<br>C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings<br>D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level<br>E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level<br>Fx (59-0%, insufficient - extra work required) | |
| **Learning outcomes:**<br>Learning outcomes:<br>Learning objectives and outcomes and transferable competences:<br>Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They | |

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

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

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

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 214

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 57,94 | 0,0 | 26,17 | 5,14 | 2,8 | 1,4 | 6,54 |

**Lecturers:** Mgr. Katarína Minarovičová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde002/22 | Digital technologies 1 |

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

**Number of credits:** 3

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course
The course is completed by assessment, the weighting of the interim and final assessment is 100/0.
# active participation in seminars conducted by both face-to-face and distance learning methods;
# processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
# development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.
By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.
By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.
By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud

platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation.
The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education

**Class syllabus:**

The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.
Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.
Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process
# We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;
# We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;
# We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;
# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.
Topics:
# Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;
# Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects;

Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;
# Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.
# Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;
# Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.
Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of *.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate *.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.
Creating and using mind maps in the educational process with the support of digital solutions
# We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;
# We are mastering the methodology of applying mind maps communicated to students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high school;
Topics:
# Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom;

Familiarization with the user environment of the Mindomo software application (or FreeMind/ XMind);
# Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to external information sources - links in nodes leading to external sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.
As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained issue. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.
Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge
# We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;
# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;
Topics:
# Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;
# Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;
# Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to *.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.
Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group

of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.
Use of Microsoft 365 platform in teacher's pedagogical activity
# We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;
# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;
# We hone professional digital skills to include the ability to effectively use a range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;
# We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;
# Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;
# We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;
# We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;
# We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;
# Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;
# We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.
Topics:
# A basic theoretical introduction to Microsoft cloud solutions;
# Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in *.pdf/*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;

# Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.
# Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.
# We get familiar with the Microsoft Teams online communication platform environment; Creating teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup.
Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school.
Within the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.
In a distance task, the student formats a table of fictitious assessment of pupils in knowledge/sport activities, applying various conditions and techniques of conditional formatting of the table entries in the intent of the difficulty of the explained problem.
In the distance task, the student will create three different graphical visualisations of the data from the table of the previous distance task, in which he/she has processed the assessments achieved in the knowledge/sport activities implemented in schools or school facilities. They will add to the

graphical visualisation the title of the graph, the axis names as well as other parameters of the graph as they wish in the context of the readability of the graph.
In the distance task, the student applies an extended filter to the table from the previous distance task to display the student's name and grade attained in the context of the knowledge/sport activities carried out in the school or school facilities and filters to another location within the same worksheet/ workbook when defining specific filter conditions (e.g. grade attained below/above a set value, etc.). Within the framework of the distance task, the student will create through the Microsoft Sway application an original, dynamic and visually impressive presentation of the learning issue for the target group of pupils according to his/her own discretion in the intent of school teaching of the subjects of his/her apprenticeship at primary school/elementary school. The aim of the presentation to be realized by the student is to make it multimedia and at the same time attractive for the target group of pupils in terms of content. The scope of the presentation in Microsoft Sway must consist of at least 25 presentation views - cards with the subject content. To organize the presentation, the student should use its layout into sections, subsections and layers in order to increase the clarity of the presented topic for the student

**Recommended literature:**

Recommended reading:

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

**Past grade distribution**

Total number of evaluated students: 1555

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,94 | 0,0 | 23,15 | 14,86 | 9,26 | 7,91 | 6,88 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde002/22 | Digital technologies 1 |

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

**Number of credits:** 3

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course
The course is completed by assessment, the weighting of the interim and final assessment is 100/0.
# active participation in seminars conducted by both face-to-face and distance learning methods;
# processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
# development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,

excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
The aim of the educational discipline Digital Technologies 1 is to develop digital skills of students of teacher-oriented study programmes at the Faculty of Education of the Charles University (hereinafter referred to as the Faculty of Education of the Charles University) to be able to effectively use an appropriate range of didactic software applications in the context of the concept of design and creation of interactive educational activities, knowledge quizzes and assignments, electronic portfolios, impressive didactic presentations, new interactive forms of teaching material and other pedagogical/school documentation usable in the intent of their future teaching profession at different levels of regional education in the Slovak Republic.
By completing the educational discipline Digital Technologies 1, the student has the competences and digital skills to effectively use the tools of the SMART Notebook software application and the SMART Lumio cloud environment by creating gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of students participating in the lesson in the school classroom or in home conditions in the case of distance/hybrid education.
By completing the educational discipline, the student also has the competences and digital skills in the field of design and creation of mind maps through the tools of the Mindomo software application (or FreeMind, XMind) applicable in educational activities implemented in schools and educational institutions for the target group of intact pupils, as well as pupils with special educational needs in order to improve their communication skills and critical thinking.
By completing the educational discipline Digital Technologies 1, the student acquires professional digital competencies in the concept of design and creation of impressive non-linear presentations and interactive presentations of educational content implemented through the Prezi Present cloud

platform Prezi by expressing their own visual ideas usable in their own pedagogical activities in schools or educational institutions.
By completing the educational discipline Digital Technologies 1, the student has, last but not least, the competences and digital skills to effectively use the cloud platform Microsoft 365 with an emphasis on software applications Sway, Word and Excel by creating supplementary teaching materials for the needs of school teaching and maintaining the relevant pedagogical documentation.
The student masters the basic possibilities of using the online communication platform Microsoft Teams applicable in the implementation of distance learning at the level of regional education

**Class syllabus:**

The content of the educational discipline Digital Technologies 1 is divided into four thematic headings and relevant sub-topics in order to ensure the achievement of the set partial educational objectives. The content structure of the educational discipline is designed so that the student continuously develops his didactic-technological competences in the field of selected didactic software applications by completing the educational topics organized in the present and distance form and at the same time strengthens his professional training in the subject area.
Due to the rapid development of new didactic software usable in the pedagogical process, the specific content structure of the discipline can be adapted to the current requirements of practice and students.
Application of SMART Notebook software application and SMART Lumio cloud environment in the educational process
# We develop professional digital competences by the ability to effectively use the tools of the SMART Notebook desktop application and the SMART Lumio cloud environment through the creation of gamification educational/quiz activities, engaging presentations of educational content and new interactive forms of learning material supporting the activation and attention of pupils (including pupils with special educational needs) participating in the lesson in the school classroom or in the home environment in the case of distance/hybrid education;
# We acquire digital skills in working with the SMART response 2 tool supported by the SMART Notebook desktop application and the SMART Lumio cloud environment in the context of creating knowledge questions - selecting one correct answer from multiple answer alternatives, selecting multiple correct answers from multiple answer alternatives, selecting Yes/No answers, free-form questions - in test sessions designed to test the knowledge of pupils of regional education in the Slovak Republic;
# We are mastering the methodology of applying knowledge tests communicated to students through SMART response 2 in the SMART Notebook desktop application and gamification activities supported by the cloud environment SMART Lumio to the process of school teaching of subjects at the lower/upper secondary level of education;
# We strengthen professional digital competences in the area of working with complex interactive solutions usable in educational situations with an emphasis on the SMART Board interactive whiteboard.
Topics:
# Basic functions and calibration of the SMART Board interactive touchscreen/tablet; Symptoms, causes and solutions to some of the problems encountered when using the SMART Board interactive touchscreen/tablet; Installing and updating the SMART Notebook desktop application; Creating a teacher's virtual classroom in the SMART platform;
# Creating and editing objects in the SMART Notebook environment; Using basic tools to support the presentation of processed content; Working with multimedia content from the SMART Gallery; Sharing your own content on the SMART Exchange website; Adding links to external educational resources; Adding sound to objects, Animating objects; Using and sharing your own content; Applying graphic content from other software applications - importing and editing objects;

Applying objects from the Lesson Activity Toolkit 2.0; Creating gamification activities in SMART Lab; SMART Response 2 - creating and administering knowledge tests/quizzes;
# Principles of Gamification; Gamification Elements in Educational Content; Some Results of Exact Studies on the Application of Gamification in Education; Application of Gamification in Education in Primary and Secondary Schools; Examples of Gamification Activities Used in the Teaching of Science, Social Studies, Art, Education and Vocational Education.
# Teacher/student login to SMART Lumio cloud platform account; Managing the library of learning activities; Creating gamification activities in SMART Lumio - SMART Lesson Activity Builder (Lab); Editing activities in edit mode; Making activities available to students - delivery mode; Sharing options for gamification activities;
# Setting up and converting a lesson page to a Handout or Workspace activity; Working with predefined graphical activity templates for use in activating student learning, inquiring about student knowledge, or reflecting; Sharing lessons with the created educational materials with students in SMART Lumio.
Within the distance assignment, the student will create a set of interactive learning/quiz activities and digital presentation material for the target group of learners with effective use of the widest possible range of tools, objects, pre-prepared templates, advanced functions, settings and features supported by the SMART Notebook authoring environment in a range of at least 10 presentation pages/activities. In the accompanying document (a separate file of *.docx format) to the created presentation materials and educational activities stored in *.notebook format, the student shall indicate the methodology of their inclusion in the educational activities of the target group of pupils.
Within the distance assignment, the student will create a set of 10 gamification educational/quiz activities for the target group of students with effective use of pre-made templates and tools of the SMART Lumio cloud environment. The condition is that each type of gamification activity should only occur once in the created set of activities. In the accompanying document (a separate file of *.docx format) to the created gamification educational/quiz activities saved by the student, the student shall indicate the methodology of their application in the educational activities of the target group of pupils.
As part of the distance learning assignment, the student will create a 3-page set of pre-prepared content convertible to Handout format activities and a 3-page set of pre-prepared content convertible to Workspace format activities. In the accompanying document (a separate *.docx file) for the created Handout and Workspace activities stored in the SMART Lumio cloud, the student will indicate the methodology of their application to the educational activities of the target group of students.
Creating and using mind maps in the educational process with the support of digital solutions
# We develop professional digital competences by competence in the design and creation of mind maps through the tools of the software application Mindomo (or FreeMind/XMind), usable in our own educational activities implemented in schools and school facilities for the target group of intact pupils, as well as pupils with special educational needs in order to improve communication skills and critical thinking;
# We are mastering the methodology of applying mind maps communicated to students through Mindomo (or FreeMind/XMind) to the process of school teaching of the subjects of their approbation at primary school / high school;
Topics:
# Explanation of terminology in the field of mind/concept mapping; Desktop/cloud software applications for creating mind maps in the educational process at primary/ secondary schools; Functions and types of mind maps; Principles and principles of creating mind maps; Possibilities of using mind maps in the process of preparation for teaching and directly in the classroom;

Familiarization with the user environment of the Mindomo software application (or FreeMind/ XMind);
# Structuring a mind map; Inserting, editing and formatting nodes; Creating and formatting branches; Encrypted node; Editing multi-line nodes; Creating image nodes; Moving/copying nodes and groups of nodes in the map; Inserting annotations to nodes; Linking nodes with local links - independent linking of ideas; Hypertext linking of nodes to external information sources - links in nodes leading to external sources (web) or to local files on the local disk of the computer; Importing content into the mind map; Exporting the map to the output of different formats; Text search in the subnetwork of the current node; Mind maps and their use when working with pupils with SEN.
As part of the distance assignment, the student will design and create one mind map from any thematic area of school subject teaching in primary/elementary school. The focus of the mind map should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at primary school/SHS in the intent of the approbation subjects that the student studies in the teacher education programmes at the Faculty of Education at the Charles University. In the mind map, tools and functions of the Mindomo (or FreeMind/XMind) application environment will be applied in the intent of the complexity of the explained issue. The student will justify in a brief written form the choice of the processed content/topic in the form of a mind map, their functionality and use in his/her educational activities.
Creation of non-linear presentations of educational content through the Prezi presentation platform supporting teacher's interpretation and systematization of students' knowledge
# We acquire professional digital competencies in the concept of design and creation of impressive non-linear presentations of educational content realized through the Prezi Present cloud platform Prezi applicable to our own pedagogical activities;
# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Prezi Present to the process of school teaching of subjects of their approbation at primary school / high school;
Topics:
# Introduction of the software tool Prezi Present as a presentation platform - creation of trendy, effective presentations; Explanation and clarification of the terms used in the field of creating didactic presentations in the environment of Prezi Present; Possibilities of using the presentation application Prezi Present in the preparation and creation of supporting educational materials effectively usable in the teaching of their own subject; Presentation of examples of presentations used in teaching science, social science, art-educational and vocational educational disciplines; Illustrative comparison of differences between classical (Microsoft PowerPoint) and dynamic (Prezi Present) presentations;
# Theoretical background of presentation preparation and the system of selection of presented information; Basic steps of the procedure for creating didactic presentations in Prezi Present; Functionality of the online presentation tool Prezi Present; Creating dynamic presentations in Prezi Present - working with text and graphic objects; Creating topic/subtopic structures, changing the order of topics/subtopics, Creating depth and rotation effects; Inserting additional graphic visuals into a presentation in Prezi Present; Working in edit mode for main topics, subtopics and other presentation content; Creating visual effects and animations of presentation objects;
# Use of templates - change the design - colors, background, fonts; Inserting audio tracks on the background of individual topics/subtopics, the whole presentation; 3D presentations; Importing and editing PowerPoint presentations in Prezi Present; Sharing presentations with other users, sharing on social networks, on web portals; Exporting presentations to *.pdf and Portable Prezi (for off-line presentation); Export options and presentation size; Working with Prezi Present in off-line mode.
Within the distance assignment, the student will use the Prezi Present presentation tool to create an original didactic and visually engaging presentation of the educational content for the target group

of students. The focus of the presentation should be situated in a teaching issue of the student's own choice falling within the educational content of the teaching subject at the primary school / secondary school in the intent of the approbation subjects that the student is studying in the study programmes of teaching at the Faculty of Education of the Charles University. The presentation will be at least 30 presentation views (= topics at the highest hierarchical level, subtopics at lower hierarchical levels and stack structure pages) to a minimum hierarchical nesting depth of three.
Use of Microsoft 365 platform in teacher's pedagogical activity
# We develop professional digital competencies in the concept of design and creation of responsive presentations with educational content and emphasis on the cloud solution Microsoft Sway usable in educational activities implemented in schools or school facilities;
# We are mastering the methodology of applying the presentation of educational content communicated to pupils through Microsoft Sway to the process of school teaching of subjects of their approbation at primary school / secondary school;
# We hone professional digital skills to include the ability to effectively use a range of form content controls and ActiveX elements of Microsoft Word in the creation of interactive worksheets, tests and supplementary learning materials for pupils or other classroom agenda documents usable in the context of pedagogical activity;
# We are mastering the methodology of applying interactive worksheets communicated to pupils through Microsoft Word to the process of school teaching of subjects of their area of specialization at primary school / high school;
# Develop professional digital skills in the creation of large documents (such as letters, invitations, labels) through a mass correspondence tool usable in the maintenance of relevant pedagogical documentation;
# We develop professional digital skills in the creation of statistical calculations, compound expressions using functions for finding conditional frequency, sum, or arithmetic mean and techniques for addressing continuous and discontinuous areas in expressions/functions usable in the tabular processing of classroom data (student evaluations in knowledge or sports activities) supported by Microsoft Excel;
# We hone professional competencies to include the ability to effectively apply advanced conditions and techniques for conditional formatting of table records using functions;
# We extend digital skills to include the ability to effectively apply an advanced filtering tool to large tabular data by defining compound logical conditions (AND/OR), wildcards (*, ?), and a Subtotal function usable in maintaining appropriate pedagogical documentation;
# Develop professional digital skills in creating cumulative graphical visualizations of tabulated data in the context of changing attributes of individual chart elements;
# We apply other selected tools of the Microsoft 365 cloud platform, with an emphasis on the Microsoft Teams software application for teachers to use in conducting online learning activities.
Topics:
# A basic theoretical introduction to Microsoft cloud solutions;
# Sway presentation platform - creation of interactive school materials (portfolios), impressive presentations of educational content; Other possibilities of practical use of Microsoft Sway in educational activities; Concept of creating multimedia responsive presentations; Creating a new Sway, creating a Sway by importing an existing file/presentation, creating a Sway based on a template; Articulating presentation content; Options for inserting and formatting supported visuals via tabs; Grouping multimedia content; Influencing the appearance of a presentation; Changing the layout of content; Adapting specific elements to the style of a presentation; Exporting a presentation in *.pdf/*.docx; Additional options for setting up the presentation in Sway; Share Sway output from a personal Microsoft account; Share Sway output from an account assigned by the educational organization;

# Editing large text documents in the Microsoft Word environment - standard settings; Using tabs; Text blocks; Columns; Objects in text - equation editor; Tables in text; Editing a document using a style; Creating your own style and editing an existing style. Document Revision. Definition of the terms section and reference and possibilities of their use; Document revision and its use in writing term papers and qualification papers; Document structuring - dividing a document into sections, types of section breaks, page settings in sections, creating a header and footer in a document divided into sections; Possibilities of using a structured document within the agenda of a teaching staff member; Creating references - automatic content creation, content setup, content formatting, numbering figures and tables, creating a list of tables and figures, footnotes and endnotes, cross-references, citations and list of references used, creating a document index; Creating templates - the importance of a template type document. Electronic forms - what are form elements and what is their difference from ActiveX elements, settings of form elements, ActiveX element and its settings, Form security; Application of the acquired experience and skills of working with Microsoft Word text editor in creating documents useful in own pedagogical activities; Creation of large documents - letters, invitations, labels - by means of the tool of mass correspondence useful in the framework of keeping the relevant pedagogical documentation.
# Working with tabular data in Microsoft Excel; Inserting data into cells; Predefined and custom data format; Working with cells - moving, cutting, copying; Bulk filling of data and creating expressions/patterns; Applying elementary functions; Modifying function parameters; Modifying table appearance; Sorting tabular data; Data lists - creating custom lists; Increasing values. Rounding; Absolute and relative cell addressing; Hiding table values; Notes in cells; Working with large data - automatic and extended data filter, Subtotal function; Operations between sheets; Conditional formatting of table data; More advanced functions - If, Count, CountIf, SumIf, SumIfS, AverageIfS; Contingency table; Search functions; Creating forms.
# We get familiar with the Microsoft Teams online communication platform environment; Creating teams; Creating a pure team in MS Teams; Creating teams from an existing team and basic team customization; Creating a team from an Office 365 Group; Setting up and managing teams; Managing team members; Managing teams in bulk; Guest in a Team Class; Invitation from MS Teams; Channels; Cards; Creating your first online lesson; Creating a link to a lesson; Connecting students to an online lesson; Running a lesson with MS Teams; Preparing a lesson outline; Presenting in MS Teams; Tools available during the implementation of an online lesson on the student's/teacher's side (e.g. Conversation panel; Reporting for a word; Downloading a list of participants, etc.); Course notes - notepad; Uploading files with educational content; Creating a shared file for pupils/students in the virtual classroom; Creating a quiz; Quiz evaluation, Quiz setup.
Within the distance task, the student will design and create a document in the form of an electronic workbook in Microsoft Word using a template and applying content controls and ActiveX elements - text field, drop-down field, drop-down list, comma field, option button, command button - usable in the context of teaching subjects of his/her area of specialization at primary school / high school.
Within the distance task, the student will create a table of fictitious evaluation of pupils in the framework of knowledge or sports activities implemented in schools or school facilities in the range of at least 20 rows and 10 columns, where the functions of the Microsoft Excel spreadsheet application will be used in the context of the complexity of the explained issue.
In a distance task, the student formats a table of fictitious assessment of pupils in knowledge/sport activities, applying various conditions and techniques of conditional formatting of the table entries in the intent of the difficulty of the explained problem.
In the distance task, the student will create three different graphical visualisations of the data from the table of the previous distance task, in which he/she has processed the assessments achieved in the knowledge/sport activities implemented in schools or school facilities. They will add to the

graphical visualisation the title of the graph, the axis names as well as other parameters of the graph as they wish in the context of the readability of the graph.
In the distance task, the student applies an extended filter to the table from the previous distance task to display the student's name and grade attained in the context of the knowledge/sport activities carried out in the school or school facilities and filters to another location within the same worksheet/ workbook when defining specific filter conditions (e.g. grade attained below/above a set value, etc.). Within the framework of the distance task, the student will create through the Microsoft Sway application an original, dynamic and visually impressive presentation of the learning issue for the target group of pupils according to his/her own discretion in the intent of school teaching of the subjects of his/her apprenticeship at primary school/elementary school. The aim of the presentation to be realized by the student is to make it multimedia and at the same time attractive for the target group of pupils in terms of content. The scope of the presentation in Microsoft Sway must consist of at least 25 presentation views - cards with the subject content. To organize the presentation, the student should use its layout into sections, subsections and layers in order to increase the clarity of the presented topic for the student

**Recommended literature:**

Recommended reading:

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

**Past grade distribution**

Total number of evaluated students: 1555

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,94 | 0,0 | 23,15 | 14,86 | 9,26 | 7,91 | 6,88 |

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde012/22 | Digital technologies 2 |

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

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

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

**Course requirements:**
Prerequisites: B-VUZde002 / Digital technologies 1
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
# active participation in seminars conducted by both face-to-face and distance learning methods;
# processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
# development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programs of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating shall be awarded on a scale of
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation

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

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

**Class syllabus:**

Brief outline of the course

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

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

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

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

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

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

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

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

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

Topics:

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

# Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target

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

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

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

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

**Recommended literature:**

Recommended reading:
ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava: Univerzita Komenského v Bratislave, 141 strán, ISBN 978-80-223-5121-8. https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Inovativne_digitalne_riesenia.pdf
ZÁHOREC, J., BREČKA, P. (2021). Uplatnenie platformy SMART Learning Suite v oblasti tvorby edukačných aktivít. Bratislava: Univerzita Komenského v Bratislave, 129 strán, ISBN 978-80-223-5127-0 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KDPP/Pouzivame_SMART_Learning_Suite.pdf
ZÁHOREC, J., HAŠKOVÁ, A., MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava: Univerzita Komenského v Bratislave, 305 strán, ISBN 978-80-223-4882-9.
LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3
Základný študijný text k vzdelávaciemu obsahu disciplíny Digitálne technológie 2 bude študentom pravidelných časových intervaloch sprístupňovaný v elektronickej forme prostredníctvom univerzitného LMS Moodle.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
: The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

**Past grade distribution**
Total number of evaluated students: 85

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

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde012/22 | Digital technologies 2 |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

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

**Course requirements:**
Prerequisites: B-VUZde002 / Digital technologies 1
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
# active participation in seminars conducted by both face-to-face and distance learning methods;
# processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;
# development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Video an original and visually impressive video presentation of the educational content of the selected teaching subject at primary school / secondary school in the context of the subjects that the student studies in the study programs of teaching at the Faculty of Education of Charles University; The structure of the video presentation should be based on the presentation created in the Prezi Present software application; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defence of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.
The rating shall be awarded on a scale of
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation

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

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

**Class syllabus:**

Brief outline of the course

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

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

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

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

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

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

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

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

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

Topics:

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

# Adding additional graphical content to the ActivInspire demonstration workbook; Importing and exporting asset packages; Defining object properties; Using layers and layering: Blind Map, Magic Tunnel, Magic Ink - ideas for using them when designing educational activities aimed at the target

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

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

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

# We are mastering the methodology of applying the processed digital graphic outputs of educational content communicated to students through the cloud tool Prezi Design and Glogster to the school teaching of subjects that the student studies in the study programs of teaching at the Faculty of Education at Charles University.
Topics:
# Prezi Design as a comprehensive graphic design and data visualization tool; Template library; Creating and editing content by adding multimedia items in the editor; Adding, moving and layering objects; Using *.ppt, *.pdf and *.doc in Prezi Design; Implementing animated elements into the graphic content you create; Creating visual effects to images by applying masks and filters; Adding links to text objects, graphics and shapes; Multi-page design; Linking text, images, icons and shapes to pages and sections; Sharing content created in Prezi Design with your audience on social media using private or public links; Collaborating in the Prezi Design environment; Adding/removing collaborators; Adding an entire team of collaborators; Collaborating in real time;
# Creating and editing engaging data visualizations using maps; Creating a social post - adding and editing content, adding animation to the content of the post being created; Downloading and sharing the created content for publishing purposes;
# Creating infographics for visual representation of information and data, Adding and editing content; Creating gif and mp4 videos in the Prezi Design environment; Embedding videos from Prezi Video into Prezi Design; Adding videos to Prezi Design and editing settings; Media integrations in Prezi Design - adding content from Prezi Video to projects.
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**Recommended literature:**

Recommended reading:
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**Languages necessary to complete the course:**
slovak and czech

**Notes:**
: The maximum number of students per study group within the regular learning form of study is 15 (per one teacher). The seminar is conducted in a computer room, each student has a computer at his/her disposal.

**Past grade distribution**
Total number of evaluated students: 85

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

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde012/22 - Digital technologies 2

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 3

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

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 22.04.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde012/22 - Digital technologies 2

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 3

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

**Lecturers:** doc. PaedDr. Ján Záhorec, PhD.

**Last change:** 22.04.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde017/22 | Discourse Analysis |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, home preparation (studying for seminars, working on home assignments) = 13 h, preparation for theoretical test 1 = 10 hours, preparation for the theoretical test 2 = 10 hours, analysis of text 1 = 10 hours, analysis of text 2 = 10 hours
Teaching methods:
Presentation of the material, explanation, dialogue, discussion, analysis of short texts, completing tasks and assignments

**Number of credits:** 3

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

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

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

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

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

Competences:

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

**Class syllabus:**

Course contents:

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

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

**Recommended literature:**

Compulsory readings:

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

Recommended readings:

(Selected chapters)

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

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

**Lecturers:**

**Last change:** 01.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale:
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

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

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

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

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

**Languages necessary to complete the course:**
slovak and czech

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

**Past grade distribution**
Total number of evaluated students: 214

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 29,44 | 0,0 | 29,91 | 21,03 | 9,81 | 7,48 | 2,34 |

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Students are required to complete a midterm paper for 40 points and a midterm test for 60 points, for a total of 100 points. The condition for successful completion of the course is obtaining at least 60% of the maximum possible grade for the course. The grade is awarded on a scale:
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

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

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

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

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

**Languages necessary to complete the course:**
slovak and czech

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

**Past grade distribution**
Total number of evaluated students: 214

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 29,44 | 0,0 | 29,91 | 21,03 | 9,81 | 7,48 | 2,34 |

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde052/22 | Efficiency Strategies of University Studies |

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

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 17

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 70,59 | 0,0 | 23,53 | 0,0 | 0,0 | 0,0 | 5,88 |

**Lecturers:**

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde051/22 | English Grammar Practice |

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

**Number of credits:** 2

**Recommended semester:**

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 84

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 7,14 | 0,0 | 17,86 | 14,29 | 8,33 | 25,0 | 27,38 |

**Lecturers:** Mgr. Andrea Demovičová, PhD.

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde051/22 | English Grammar Practice |

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

**Number of credits:** 2

**Recommended semester:**

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 84

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 7,14 | 0,0 | 17,86 | 14,29 | 8,33 | 25,0 | 27,38 |

**Lecturers:** PaedDr. Eva Smetanová, PhD.

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde004/22 | English Morphology I |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+2S
Teaching mode: in-person, combined
Scope (number of hours): 3 per week, 33 per semester
Student workload: 100 hours in total
Classes = 33 h, continuous home preparation for the class (revision, homework) = 22 h, preparation for the mid-term test = 18 h, theoretical and practical preparation for the final test (study of theory, practical exercises and exercises) = 27 h
Type of activities:
Interpretation of material, interviews and discussions, work with text, solving tasks and assignments independently or in groups, problem solving, analysis and evaluation of classmates' partial outputs, application of theoretical knowledge in practice - active work of students in finding authentic examples from language practice, critical analysis.

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:** PdF.KAJL/B-ANGde001/22 - Introduction to the Study of the English Language

**Recommended prerequisites:**
B-ANGde001 Introduction to the Study of the English Language

**Course requirements:**
Course completion requirements:
The student is entitled to sit for the Continuous tests in an alternative date (in case of medical or other compelling reasons); but is not entitled to sit for improvement tests. Attendance of the course (maximum of 3 excused absences) is a prerequisite for the examination.
Continuous assessment (40%):
Continuous test containing practical activities and tasks
Final assessment (60%):
Final test aimed at determining the level of theoretical knowledge, development of practical tasks, application of the acquired theoretical knowledge in practical exercises
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

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

**Learning outcomes:**
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:

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

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

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

(selected chapters corresponding to the course syllabus)
BIBER, D., CONRAD, S. and LEECH, G. (2002). Student Grammar of Spoken and Written English. London: Longman.
HAIS, K. (1991). Anglická gramatika. Bratislava: SPN.
HEWINGS, M. (1999). Advanced Grammar in Use. Cambridge: Cambridge University Press.
QUIRK, R. and GREENBAUM, S. (1993). A University Grammar of English. London: Longman.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 475

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 2,11 | 0,0 | 5,47 | 11,16 | 18,53 | 42,53 | 20,21 |

**Lecturers:** prof. PhDr. Gabriela Lojová, PhD., Mgr. Patricia Kotlebová, PhD.

**Last change:** 27.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde007/22 | English Morphology II |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+2S
Teaching mode: in-person, combined
Scope (number of hours): 3 per week, 33 per semester
Student workload: 125 hours in total
Classes = 33 hours, home preparation (readings for seminars + assignments) = 27 hours, preparation for Continuous assessment (applicational test 1) = 13 hours, preparation for Continuous assessment (applicational test 2) = 13 hours, preparation for the final assessment = 39 hours
Teaching methods:
Lecturing, explanation, conversation, discussion, grammatical analysis of short authentic texts, solving tasks and assignments, comparison of grammatical phenomena (structural-functional characteristics) in Slovak and English

**Number of credits:** 5

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:** PdF.KAJL/B-ANGde001/22 - Introduction to the Study of the English Language

**Recommended prerequisites:**
B-ANGde001 Introduction to the Study of the English Language

**Course requirements:**
Course completion requirements:
Continuous assessment (40 points/percent):
Continuous applicational test 1 (20 points/percent)
Continuous applicational test 2 (20 points/percent)
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance (maximum of 3 authorized absences, or depending on the situation) and taking part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam.
Final assessment (60 points/percent):
Theoretical written exam
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

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

verbs; can describe basic morpho-syntactic requisites and semantics of the individual types of subjunctive; presented theoretical knowledge and its application is at a below-average level.
E (sufficient performance): The student can recognize the most frequent types of English definite and indefinite verb phrases; can mostly correctly identify the type and degree of modality and define its meaning in basic uses; in continuous linguistic production, the student makes occasional errors in the basic mappings of form (structure) and temporal meaning (semantics); in production, specific (non-prototypical) relations are characterised by low frequency; when working with a text, the student can reproduce them, describe them in general terms and give contextually appropriate examples; the application suffers from increased error rate; the student has adequate knowledge of the basic morphosyntactic aspects of the verb voice system; can reproduce the basic linguistic characteristics of auxiliary verbs; can identify and name the basic morpho-syntactic requisites and semantics of individual types of subjunctive; presented theoretical knowledge and its application is at a sufficient level.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Continuous applicational test 1 (20 points/percent) Continuous applicational test 2 (20 points/percent) The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance (maximum of 3 authorized absences, or depending on the situation) and taking part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam. Final assessment (60 points/percent): Theoretical written exam

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

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

Competences:

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

**Class syllabus:**

Course contents:

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

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

**Recommended literature:**

Compulsory readings:

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

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

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

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

Recommended readings:

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 361

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 1,11 | 0,0 | 6,09 | 15,79 | 22,16 | 40,72 | 14,13 |

**Lecturers:** prof. PhDr. Gabriela Lojová, PhD., Mgr. Tomáš Hlava, PhD., Mgr. Kristína Hankerová, PhD.

**Last change:** 27.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde016/22 | English Phraseology |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 h, continuous out-of-class preparation (revising + homework) = 11 h, 1st practical test = 12 h, 2nd practical test = 13 h, theoretical test = 17 h
Teaching methods:
Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena (collocations and idioms), pair-work, didactic games, discussion of the topics covered in the class, phraseological analysis of short authentic texts, comparison of the collocations and idioms in English and Slovak, building strategies aimed at the broadening of the English vocabulary

**Number of credits:** 3

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

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

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

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

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

**Class syllabus:**

Course contents:

Main themes of the course: General problems of multi-word expressions, collocations and idioms, formal and semantic properties of collocations, comparison of English and Slovak collocations, classification of idioms, formal and semantic characteristics of idioms, stylistic aspects of idioms, geographical variations of idioms, English and Slovak idioms from the translational point of view

By means of the above content, the student learns about the idiomatic level of the English language, its structural-functional characteristics, learns the ways of applying theoretical knowledge through practice in the analysis of English phraseology, develops his/her foreign language (especially idiomatic) skills and competences at the B2-C1 level, can read academic literature in English, learns to work independently and in a team solving phraseological issues and problems, can appropriately apply the acquired knowledge and skills in practice.

**Recommended literature:**

Compulsory reading:

PAVLÍK, R. (2020). English Collocations and Idioms: An Introduction to the Study of Multiword Expressions. Bratislava: Z-F Lingua

Recommended readings:

FERNANDO, C. (1996). Idioms and Idiomaticity. Oxford University Press.

KVETKO, P. (2015). English Idioms: Theory and Applications. Trnava: Univerzita sv. Cyrila a Metoda.

MLACEK, J. (1984). Slovenská frazeológia. 2nd edition. Bratislava: SPN.

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

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 188

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 25,0 | 0,0 | 25,53 | 21,81 | 9,57 | 13,83 | 4,26 |

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

**Last change:** 01.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde008/22 | English Syntax |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+2S
Teaching mode: in-person, combined
Scope (number of hours): 3 per week, 33 per semester
Student workload: 125 hours in total
Classes = 33 hours, home preparation (readings for seminars + assignments) = 27 hours, preparation for Continuous assessment (applicational test 1) = 13 hours, preparation for Continuous assessment (applicational test 2) = 13 hours, preparation for the final assessment = 39 hours
Teaching methods:
Lecturing, explanation, conversation, discussion, grammatical analysis of short authentic texts, solving tasks and assignments, comparison of grammatical phenomena (structural-functional characteristics) in Slovak and English

**Number of credits:** 5

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KAJL/B-ANGde004/22 - English Morphology I and PdF.KAJL/B-ANGde007/22 - English Morphology II

**Recommended prerequisites:**
B-ANGde004 English Morphology I; B-ANGde007 English Morphology II

**Course requirements:**
Course completion requirements:
Continuous assessment (40 points/percent):
Continuous applicational test 1 (20 points/percent)
Continuous applicational test 2 (20 points/percent)
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance (maximum of 3 authorized absences, or depending on the situation) and taking part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam.
Final assessment (60 points/percent):
Theoretical written exam or oral exam
Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student can reliably explain, demonstrate and use variations of the English verb order, demonstrate their mechanics, semantics and analyse the discursive circumstances of their use, can correctly categorise the type of agreement, demonstrate aspects of its realisation and reliably resolve controversial situations, can distinguish between the structural and functional characteristics of clause elements, experiment with them and combine them, can explain, apply and evaluate the use of specific aspects of English sentence negation, can reliably resolve the redundancy of linguistic material by applying pro-forms and ellipses with appropriate structural, positional and type characteristics, can compare, distinguish and illustrate among individual types of clauses and subordinate clauses on the basis of their morpho-syntactic features; presented theoretical knowledge and its application is at an excellent level.
B (very good performance): The student can reliably identify, explain, and use most variations of English word order and demonstrate their mechanics, semantics, and discourse requirements; in most cases, the student can correctly recognize the type of agreement and demonstrate aspects of its realization; the student can distinguish between and experiment with the structural and functional characteristics of clause elements, can explain, apply and evaluate the use of specific aspects of English sentence negation, can deal with the redundancy of linguistic material by means of pro-forms and ellipses with appropriate structural, positional and type characteristics, can illustrate and compare the basic morpho-syntactic features of different types of sentences and subordinate clauses
C (good, reliable performance): The student can recognize and explain most of the variations of English word order and demonstrate their mechanics and semantics, in most cases, the student can correctly recognize the type of agreement and demonstrate aspects of its realization, can explain and demonstrate the structural-functional characteristics of clause elements, can explain and demonstrate aspects of English sentence negation, can demonstrate and use pro-forms and ellipses with different structural, positional and type characteristics, can demonstrate the basic morpho-syntactic requisites of different types of clauses and subordinate clauses; presented theoretical knowledge and its application is at an expected, appropriate level.
D (satisfactory performance): The student can recognize most of the variations of the English word order, can mostly correctly recognize the type of agreement and explain the aspects of its realization, can recognize and correctly describe the structural-functional characteristics of the basic clause elements, has adequate knowledge of the basic aspects of negation of an English sentence, can classify and give examples of pro-forms and ellipses with different structural, positional and typological characteristics, can describe and explain the basic morpho-syntactic features of individual sentence types and subordinate clauses; presented theoretical knowledge and its application is at a below-average level.
E (sufficient performance): The student can recognise the most frequent variations of the English word order, can mostly correctly identify the type of agreement and determine its realisation, can correctly identify the structural-functional characteristics of the basic clause elements, has an adequate command of the basic aspects of negation of an English sentence, can name the different types of pro-forms and ellipses and recognise them according to their structural, positional and type characteristics, can identify and name the basic morpho-syntactic features of individual types of sentences and subordinate clauses; presented theoretical knowledge and its application is at a sufficient level.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Continuous applicational test 1 (20 points/percent) Continuous applicational test 2 (20 points/percent) The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). No part of the mid-term assessment can be resat. Class attendance (maximum of 3 authorized absences, or depending on the situation) and taking

part in the midterm assessment (24+ points (60%)) are the requirements for being allowed to take the final exam. Final assessment (60 points/percent): Theoretical written exam or oral exam

**Learning outcomes:**

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

**Class syllabus:**

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 330

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 2,12 | 0,0 | 6,06 | 13,03 | 21,82 | 38,79 | 18,18 |

**Lecturers:** prof. PhDr. Gabriela Lojová, PhD., Mgr. Tomáš Hlava, PhD.

**Last change:** 27.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde011/22 | English Word-formation |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
In-class teaching = 22 h, continuous out-of-class preparation (revising + homework) = 11 h, mid-term practical test = 17 h, final practical test = 12 h, final theoretical test = 13 h.
Teaching methods:
Concise explanation/description of the subject matter, individual practice of the discussed lexical phenomena, pair-work, discussion of the topics covered in the class, lexical analysis of short authentic texts, concise comparison of the lexical features of English and Slovak, building strategies aimed at the broadening of the English vocabulary.

**Number of credits:** 3

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

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

vocabulary, can identify the basic differences between English and Slovak word-formation, has a rich theoretical lexical knowledge.
B (very good performance): The student can practically recognize the different types of lexemes, he/she can in most cases correctly identify the type of motivation of lexical units, can identify the structural-functional characteristics of most English words, has a theoretical and practical command of most types of word-formation, can generally correctly identify the different types of meaning and shifts in meaning, has a broad vocabulary, can identify the basic differences between English and Slovak word-formation processes, has a broad theoretical knowledge of the subject.
C (good performance): The student can practically recognize most types of lexemes, can in most cases correctly identify the type of motivation of lexical units, can correctly identify the structural-functional characteristics of common English words, has a theoretical and practical command of the basic types of word-formation, can identify the basic types of meaning and shifts in meaning, has an adequate vocabulary, can identify the basic differences between English and Slovak word-formation, has adequate theoretical knowledge.
D (satisfactory performance). The student can practically recognize most of the basic types of lexemes, can mostly correctly identify the type of motivation of lexical units, can correctly identify the structural-functional characteristics of common English words, has adequate command of the basic types of word-formation, can identify the basic types of meaning and semantic shifts, has an adequate vocabulary, can identify the most basic differences between English and Slovak word-formation, has sufficient theoretical knowledge.
E (sufficient performance): The student can practically recognise most of the basic types of lexemes, can mostly correctly identify the type of motivation of lexical units, can correctly identify the structural-functional characteristics of frequent English words, has adequate knowledge of the basic types of word-formation, knows some types of meaning and some semantic shifts, has a sufficiently large vocabulary, has sufficient lexical theoretical knowledge.
Terms of evaluation
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the mid-term test. Class attendance (maximum of 3 authorized absences, or depending on the situation) and taking part in the midterm assessment (with any result) are the requirements for being allowed to take the final exam.
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will become familiar with basic lexical terminology and will deepen his/her knowledge of the vocabulary of modern English. The student will learn the structural-functional characteristics of the English vocabulary, the theoretical principles of word-formation, and an understanding of word meaning.
Skills:
The student is familiar with the problems of different types of word-formation, can lexically analyse words from different points of view, and form lexemes in accordance with the principles of word-formation, can make practical use of the acquired theoretical knowledge in the analysis of a coherent authentic text, can identify the basic differences between English and Slovak word-formation, learn to use dictionaries and online resources to increase his/her English vocabulary, is able to read and critically analyse academic literature, is able to use the acquired knowledge in an appropriate and adequate way in practice, he/she has developed strategies for vocabulary acquisition.
Competences:

The student learns to work independently and in a team to solve lexical (word-formation and semantic) problems and tasks, is able to communicate on topics related to the formation and meaning of English words, is able to find and use digital resources and aids useful for further independent development and expansion of his/her vocabulary, develops the ability to analyse and synthesize linguistic material, is familiar with academic literature, is able to link the acquired theoretical knowledge with the subject of research in other linguistic disciplines, is able to apply the acquired knowledge and strategies in an appropriate way in his/her further education and in his/her professional practice.
Scale of assessment (preliminary/final): Continuous assessment (40%) Mid-term practical test (40%) Final assessment (60%) Final practical test (30%) Final theoretical test (30%)

**Learning outcomes:**
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
The student will become familiar with basic lexical terminology and will deepen his/her knowledge of the vocabulary of modern English. The student will learn the structural-functional characteristics of the English vocabulary, the theoretical principles of word-formation, and an understanding of word meaning.
Skills:
The student is familiar with the problems of different types of word-formation, can lexically analyse words from different points of view, and form lexemes in accordance with the principles of word-formation, can make practical use of the acquired theoretical knowledge in the analysis of a coherent authentic text, can identify the basic differences between English and Slovak word-formation, learn to use dictionaries and online resources to increase his/her English vocabulary, is able to read and critically analyse academic literature, is able to use the acquired knowledge in an appropriate and adequate way in practice, he/she has developed strategies for vocabulary acquisition.
Competences:
The student learns to work independently and in a team to solve lexical (word-formation and semantic) problems and tasks, is able to communicate on topics related to the formation and meaning of English words, is able to find and use digital resources and aids useful for further independent development and expansion of his/her vocabulary, develops the ability to analyse and synthesize linguistic material, is familiar with academic literature, is able to link the acquired theoretical knowledge with the subject of research in other linguistic disciplines, is able to apply the acquired knowledge and strategies in an appropriate way in his/her further education and in his/her professional practice.

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

**Recommended literature:**

Compulsory reading:

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

Recommended readings:

JACKSON, H. and ZÉ AMVELA, E. (2007). Words, Meaning and Vocabulary. London: Continuum. (Chapters 1 and 4).

LANČARIČ, D. (2016). English Lexicology: Theory and Exercises. Nümbrecht: KIRSCH Verlag. (Chapters 1, 2 and 5)

PLAG, I. (2018). Word-formation in English. 2nd edition. Cambridge University Press.

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

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 348

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 18,68 | 0,0 | 24,14 | 19,83 | 12,64 | 19,25 | 5,46 |

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

**Last change:** 29.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde030/22 | **Course title:**<br>Environmetal education |
| **Educational activities:**<br>**Type of activities:** lecture<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects: none<br>Prerequisites for successful completion of the course:<br>The course is completed by assessment (100% of the interim assessment).<br>The student will be evaluated on an ongoing basis:<br>a) defending a term paper with the content of current environmental problems on the territory of the Slovak Republic as well as environmental problems that are solved globally with a maximum value of 20 points<br>b) its elaboration in the form of analysis and critical evaluation of the chosen environmental issue, in the form of creating reflections from each presented environmental topic and application of the chosen topic to the education of pupils with a maximum value of 80 points.<br>A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who obtains less than 40 points in a seminar paper and fails to defend the paper. To pass the course, a minimum score of 60% is required.<br>The rating is awarded on a scale:<br>A (100-91%, excellent - excellent results), excellent performance, the student can work well with professional literature dealing with the issue of current environmental problems not only in the Slovak Republic but also at the global level, can critically evaluate environmental problems in society and create appropriate activating methods for the environmental problem usable in pedagogical practice<br>B (90-81%, very good - above average standard), excellent performance, the student can work with the literature dealing with the issues of current environmental problems not only in the Slovak Republic but also at the global level very well, but critical thinking in the field of environmental science is borderline, but can create appropriate activating methods for the environmental problem usable in pedagogical practice<br>C (80-73%, good - normal reliable work), good performance, the student can work well with literature dealing with current environmental problems not only in the Slovak Republic but also at the global level, but critical thinking in the field of environmental science is partially absent, but can create appropriate activating methods for the environmental problem usable in pedagogical practice | |

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

**Learning outcomes:**

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

**Class syllabus:**

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

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

**Recommended literature:**

Recommended reading:

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

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

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

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 419

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,11 | 0,0 | 21,96 | 6,44 | 0,72 | 0,72 | 4,06 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde030/22 | Environmetal education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

**Learning outcomes:**

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

**Class syllabus:**

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

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

**Recommended literature:**

Recommended reading:

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

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

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

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

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 419

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,11 | 0,0 | 21,96 | 6,44 | 0,72 | 0,72 | 4,06 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde016/22 | Ethics and professional ethics |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable

classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.
Scale of assessment (preliminary/final): 100/0

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

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

**Recommended literature:**
Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8
ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3
WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 748

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 57,75 | 0,0 | 21,39 | 9,76 | 4,14 | 2,14 | 4,81 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde016/22 | Ethics and professional ethics |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession (teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable

classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.
Scale of assessment (preliminary/final): 100/0

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

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

**Recommended literature:**
Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5

GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8
ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3
WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 748

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 57,75 | 0,0 | 21,39 | 9,76 | 4,14 | 2,14 | 4,81 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde037/22 | Exercises in Lexicology and Semantics |

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

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

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak language and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 31

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 67,74 | 0,0 | 12,9 | 6,45 | 3,23 | 9,68 | 0,0 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde037/22 | Exercises in Lexicology and Semantics |

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

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

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak language and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 31

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 67,74 | 0,0 | 12,9 | 6,45 | 3,23 | 9,68 | 0,0 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde027/22 | Exercises in Morphology and Syntax 1. |

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

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

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 34

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 5,88 | 0,0 | 44,12 | 23,53 | 11,76 | 11,76 | 2,94 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 18

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 5,56 | 0,0 | 38,89 | 33,33 | 5,56 | 16,67 | 0,0 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

**Languages necessary to complete the course:**
Slovak language and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 22

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

**Lecturers:** Mgr. Radana Štrbáková, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

**Languages necessary to complete the course:**
Slovak language and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 22

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

**Lecturers:** Mgr. Radana Štrbáková, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde024/22 | **Course title:**<br>Family education |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

The rating is awarded on a scale:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Recommended literature:**

Compulsory reading:

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

Recommended reading:

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

**Languages necessary to complete the course:**

slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 687

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 55,31 | 0,0 | 23,73 | 10,33 | 4,37 | 2,04 | 4,22 |

**Lecturers:** prof. PhDr. Mária Potočárová, PhD., Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde024/22 | Family education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Recommended literature:**

Compulsory reading:

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

Recommended reading:

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

**Languages necessary to complete the course:**

slovak language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 687

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 55,31 | 0,0 | 23,73 | 10,33 | 4,37 | 2,04 | 4,22 |

**Lecturers:** prof. PhDr. Mária Potočárová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde018/22 | Gender aspects of education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects:
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighted interim/final assessment 100/0.
100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in educational texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.
Learning objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

**Class syllabus:**
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

**Recommended literature:**
Recommended reading:
Compulsory reading:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended reading:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0

BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
OSAĎAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 609

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 78,98 | 0,0 | 10,67 | 3,28 | 2,46 | 1,81 | 2,79 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde018/22 | Gender aspects of education |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects:
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighted interim/final assessment 100/0.
100% of the continuous assessment includes: during the semester there will be approximately 6 - 8 assignments: focused on working with a professional text and its application in an example and the interpretation of the example processed on the basis of the professional text, the analysis of stereotypes in educational texts, the processing of professional literature into an annotation with questions on the read text. Students will use the e-learning environment moodle for their studies.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education.
Learning objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy at school, and perceive the educational process from a gender perspective.

**Class syllabus:**
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialisation, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

**Recommended literature:**
Recommended reading:
Compulsory reading:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended reading:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0

BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
OSAĎAN, R. RAPOŠOVÁ, P. SMETANOVÁ, D. (v tlači). Úvod do problematiky rodovosti a sexuality detí. Vysokoškolská učebnica. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 609

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 78,98 | 0,0 | 10,67 | 3,28 | 2,46 | 1,81 | 2,79 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde004/22 | General didactics |

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

**Number of credits:** 4

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Recommended semester: 1st - 4th semester
Level of study: 1st degree
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
Characteristics of student performance:
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms presented in school documents. The student is able to create a portfolio of his/her own outcomes according to the intermediate assignments in accordance with the acquired knowledge and the required criteria. The student can critically, factually assess and evaluate the solutions presented by others, and can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms outlined in school documents. Above-average orientation in general didactics, above-

average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.
C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. The student is able to develop intermediate tasks only with the help of the teacher. Critical assessment and evaluation are absent.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes:
The student will acquire knowledge of the importance of general didactics and its essence for successful functioning in the practice of the teaching profession. The student will be able to define the subject and methodological profile of didactics, develop knowledge, competences and attitudes associated with the teaching profession, knowledge and competences of planning and organizing pupils' learning activities. The student is able to define general didactics in the system of pedagogical sciences, list and characterise its functions and significance. Characterise the personality of the pupil and the teacher in educational contexts. Characterise and analyse basic school documents and explain their interrelation, compare their structure. Analyse the curriculum from a didactic point of view, defend and present their solution. Apply procedures in the processes of formulating specific objectives according to different taxonomies of objectives. Recognise the nature and importance of the application of didactic principles in the teaching process. Orient themselves in the theories and concepts of teaching. Can characterise different approaches to the classification of methods and organisational forms of the teaching process. Analyse and classify the methods and forms presented in school documents. Create a portfolio of own outcomes in general didactics in accordance with the acquired knowledge. Be able to critically and factually assess and evaluate the outputs of others.
Transferable competences:
By discussing, solving and presenting the results of continuously assigned tasks, students will develop their analytical and critical thinking, communication skills, interpersonal skills, organizational skills, digital skills, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

**Class syllabus:**

Brief outline of the course:
General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation

to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.
Topics:
Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification.

**Recommended literature:**

Compulsory reading:

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

Recommended reading:

ČAPEK, R. (2015). Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha: Grada. 624s., ISBN 978-80-247-3450-7ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KOSTRUB, D., OSTRADICKÝ, P. (2014). Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZLOŠCI, 2014, s.114-122. ISBN 978-83-62160-20-4.
OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.
PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1
TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204
TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95
TUREK,I. (2014). Didaktika. Bratislava: Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

**Languages necessary to complete the course:**

slovak, czech and english

**Notes:**

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

**Past grade distribution**
Total number of evaluated students: 1390

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,05 | 0,0 | 21,58 | 16,83 | 9,21 | 7,99 | 7,34 |

**Lecturers:** Ing. Eva Tóblová, PhD., prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde004/22 | General didactics |

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

**Number of credits:** 4

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Recommended semester: 1st - 4th semester
Level of study: 1st degree
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weighting of the interim and final assessment is 50/50. Students work on continuous work during the semester (setting objectives, taxonomy of objectives, creation of material aids, creation of didactic test, ...). Intermediate works are evaluated for 20 points. At the end of the intermediate teaching they hand in the semester work - methodical preparation for the teaching unit. The semester work is evaluated for 30 points. During the examination period, they take an oral final examination. The final assessment is worth 50 points. The successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
Characteristics of student performance:
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms presented in school documents. The student is able to create a portfolio of his/her own outcomes according to the intermediate assignments in accordance with the acquired knowledge and the required criteria. The student can critically, factually assess and evaluate the solutions presented by others, and can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify the methods and forms outlined in school documents. Above-average orientation in general didactics, above-

average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.
C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. The student is able to develop intermediate tasks only with the help of the teacher. Critical assessment and evaluation are absent.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes:
The student will acquire knowledge of the importance of general didactics and its essence for successful functioning in the practice of the teaching profession. The student will be able to define the subject and methodological profile of didactics, develop knowledge, competences and attitudes associated with the teaching profession, knowledge and competences of planning and organizing pupils' learning activities. The student is able to define general didactics in the system of pedagogical sciences, list and characterise its functions and significance. Characterise the personality of the pupil and the teacher in educational contexts. Characterise and analyse basic school documents and explain their interrelation, compare their structure. Analyse the curriculum from a didactic point of view, defend and present their solution. Apply procedures in the processes of formulating specific objectives according to different taxonomies of objectives. Recognise the nature and importance of the application of didactic principles in the teaching process. Orient themselves in the theories and concepts of teaching. Can characterise different approaches to the classification of methods and organisational forms of the teaching process. Analyse and classify the methods and forms presented in school documents. Create a portfolio of own outcomes in general didactics in accordance with the acquired knowledge. Be able to critically and factually assess and evaluate the outputs of others.
Transferable competences:
By discussing, solving and presenting the results of continuously assigned tasks, students will develop their analytical and critical thinking, communication skills, interpersonal skills, organizational skills, digital skills, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

**Class syllabus:**

Brief outline of the course:
General didactics as a basic pedagogical discipline studies the educational process in all its complexity. Didactics helps students to develop and become aware of basic pedagogical knowledge, to understand didactic interrelationships in teaching. It emphasizes the basic concepts and theories of teaching, for the formation of students' individual conceptions of teaching. Makes accessible the formation and essence of basic didactic principles, pedagogical documents and objectives in the teaching process. It leads students to confront theory with practice, to understand a concept in relation to a specific educational activity, to the specific work of the teacher, but above all in relation

to the pupil. It characterises the whole process of preparing a teaching unit, through the interaction of teacher and pupils, i.e. through methods, organisational forms and material means.
Topics:
Historical and contemporary conceptions of general didactics. General didactics as a basic pedagogical discipline and its relation to other sciences. The personality of the pupil and the teacher. Basic pedagogical documents. Didactic principles. Pupils' learning styles and teachers' teaching styles. Didactical analysis of the curriculum. Educational objectives, taxonomies of objectives. Theories and concepts of education. Traditional and activating teaching methods. System of organizational forms. Teaching process, its stages and their analysis. Material teaching means - teaching aids, didactic technology and their importance. Assessment, screening, classification.

**Recommended literature:**

Compulsory reading:
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
Recommended reading:
ČAPEK, R. (2015). Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha: Grada. 624s., ISBN 978-80-247-3450-7ČAPEK, R. (2020). Uč jako umělec. Brno: Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KOSTRUB, D., OSTRADICKÝ, P. (2014). Phenomena that determine didactic teacher thinking within the process of selecting optimal methods of teaching. In EDUKACJA KU PRZYSZLOŠCI, 2014, s.114-122. ISBN 978-83-62160-20-4.
OBDRŽÁLEK, Z. a kol. (2003). Didaktika pre študentov učiteľstva ZŠ. Bratislava: Univerzita Komenského, 2003.
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017. - Brno: Masarykova univerzita, 2017. ISBN 978-80-87952-22-1. - S. 843-852.
PETLÁK, E. (2016). Všeobecná didaktika. Bratislava: IRIS, 322 s. ISBN: 978-80-8153-064-7
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského. ISBN 978-80-223-4817-1
TÓBLOVÁ,, E. a kol. (2017). The analysis of educational needs of managing teaching staff in schools in the Slovak Republic. Modern Journal of Language Teaching Methods. - Vol. 7, no. 5 (2017), p. 11-17. ISSN 2251-6204
TÓBLOVÁ,, E. a kol. (2017). Inovácia pregraduálnej prípravy učiteľov v oblasti didakticko-technologických kompetencií. Innovation of the pregraduate teacher training aimed at the didactic-technological competence development. Autoevaluační kultura a kvalita vzdělávání. Praha: Extrasystem, 2017. - ISBN 978-80-87570-36-4. - S. 91-95
TUREK,I. (2014). Didaktika. Bratislava: Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. (2014). Obecná didaktika. Praha: Grada. ISBN 978-80-247-4590-9

**Languages necessary to complete the course:**

slovak, czech and english

**Notes:**

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

**Past grade distribution**
Total number of evaluated students: 1390

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 37,05 | 0,0 | 21,58 | 16,83 | 9,21 | 7,99 | 7,34 |

**Lecturers:** Mgr. Peter Ostradický, PhD., prof. PaedDr. Dušan Kostrub, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde018/22 | Grammatical Analysis of the Text |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching: 22 h, continuous home preparation for the class: 11 h, written preparation of assignments and tasks: 8 h, solving tasks for the midterm test: 10 h, preparation for the midterm test: 7 h, solving tasks for the final test: 10 h, preparation for the final test: 7 h
Teaching methods:
Explanation, group work, independent work, brainstorming, guided self-study (repetition of theoretical knowledge from grammar courses, work with text), monological methods (brief repetition of grammatical rules), dialogical methods (conversation, debate, discussion), application of theoretical knowledge to practical examples

**Number of credits:** 3

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
A student is entitled to an alternative date of continuous assessment (if he/she has not attended for medical or other compelling reasons) but is not entitled to a#re-sit in-term date. Attendance (maximum of 3 excused absences) is a prerequisite for taking the final test.
Continuous assessment (100 percent):
Assessed practical activities (tasks, exercises) focused on the grammatical phenomena and structures covered by curriculum (20 percent)
Mid-term test (40 percent)
End-of-term test (40 percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student is able to work independently with unfamiliar text, navigate grammatical structures, recognize them within a coherent text, analyse them correctly, and understand them in context without any help from the teacher. Independently and correctly identifies grammatical categories, understands the principles of word formation and independently applies grammatical rules to practical examples. Can find and correct errors in a text without teacher assistance and justify his/her claims at the appropriate C1 level.
B (very good performance): The student can work independently with an unfamiliar text, is familiar with grammatical structures, can recognise them within a coherent text with minimal assistance from the teacher or group, analyse them correctly and understand them in context. With minimal assistance, navigation by the teacher, correctly identifies grammatical categories, understands the principles of word formation, and independently applies grammatical rules to practical examples. With minimal help from the teacher, is able to find and correct errors in the text, justify his/her claims at the appropriate C1 language level, and makes only minimal errors in speech.
C (good performance): The student can work with an unfamiliar text, relying on the teacher's help and guidance, is familiar with grammatical structures, can recognise them within a coherent text with the teacher's or group's assistance, analyse them correctly and, with help, understand them in context. With the teacher's help and navigation, identifies grammatical categories, understands the principles of word formation and applies grammatical rules to practical examples. With the teacher's help, he/she can find and correct errors in the text, justify his/her claims at the appropriate language level C1, makes mistakes in speech.
D (satisfactory performance): The student can work with unfamiliar text, relies heavily on the teacher's help and guidance, is familiar with grammatical structures, can recognise them within a coherent text with the teacher's or group's assistance, makes minor errors when analysing them. With the teacher's help and guidance, identifies grammatical categories, understands the principles of word formation. Applies grammatical rules to practical examples with significant teacher assistance. Can correct errors in text.
E (satisfactory performance): The student can work with unfamiliar text, relies heavily on teacher prompting and guidance, has sufficient command of grammatical structures, can recognise them within a coherent text only with significant teacher or group help, makes errors when analysing them, identifies grammatical categories with the teacher's help and navigation, understands the basic principles of word formation. The student relies on examples from the classroom. He/she can correct errors in text, makes errors in speech that do not affect comprehension.
Scale of assessment (preliminary/final): Continuous assessment (100 percent): Assessed practical activities (tasks, exercises) focused on the grammatical phenomena and structures covered by curriculum (20 percent) Mid-term test (40 percent) End-of-term test (40 percent)

**Learning outcomes:**
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:
The student will master the linguistic terminology relevant to pedagogical grammar, systematizing the knowledge of the functioning of English grammar acquired in previous grammar courses. The student will master the basic structural-functional characteristics, develop his/her declarative and procedural knowledge of grammar. The student will acquire the strategies necessary for the correct analysis of an authentic English text.
Skills:
The student develops comparative-linguistic thinking, uses the ability to analyse and synthesize when working with an unfamiliar English text on the basis of comparing selected phenomena of Slovak and English grammar, uses argumentation and presentation skills to declare the knowledge

and understanding acquired through self-study. She/he knows and uses grammatical and lexical structures at C1 level.
Competences:
The student can use self-study strategies effectively and takes responsibility for his/her own development. The student is able to communicate his/her knowledge effectively, presenting it in front of other students. The student is able to think in broader contexts, does not understand individual grammatical phenomena in isolation, synthesises and demonstrates metacognitive skills. He/she demonstrates the ability to think abstractly.

**Class syllabus:**
Course contents:
Main themes of the course: Systematization of knowledge about the functioning of English grammar, definition of key grammatical phenomena, work with grammatical text, selected grammatical tenses in English texts, regularities of English syntax and their occurrence in English texts, comparison of selected phenomena of Slovak and English syntax.
The student will systematize the knowledge about the functioning of English grammar acquired in the required courses focused on grammar and linguistics. During the course, the student will acquire the skills necessary for grammatical analysis of text, which he/she will be able to apply in practice, develop presentation and argumentation skills in English. They will be able to use them not only in independent work but also in cooperation with other students. Through the above content, the student is oriented in several levels of language, learns their structural-functional characteristics and acquires ways of their application in teaching practice. At the same time, the student is able not only to critically analyse but also to modify grammatical structures in an appropriate way. In the course of teaching, the student acquires methodological recommendations for teaching the grammatical phenomena being studied

**Recommended literature:**
Compulsory reading:
(selected chapters corresponding to the course syllabus)
QUIRK, R. and GREENBAUM, S. (1990). A Student's Grammar of the English Language. Harlow: Longman.
Recommended readings:
(selected chapters corresponding to the course syllabus)
HEWINGS, M. (2013). Advanced Grammar in Use Book with Answers. Cambridge University Press.
PAVEY, E. L. (2010). The Structure of Language: An Introduction to Grammatical Analysis. Cambridge University Press.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 40

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 40,0 | 0,0 | 30,0 | 25,0 | 0,0 | 0,0 | 5,0 |

**Lecturers:** Mgr. Patricia Kotlebová, PhD.

**Last change:** 01.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 11

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 45,45 | 0,0 | 9,09 | 27,27 | 9,09 | 9,09 | 0,0 |

**Lecturers:** PhDr. Mojmír Malovecký, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 11

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 45,45 | 0,0 | 9,09 | 27,27 | 9,09 | 9,09 | 0,0 |

**Lecturers:** PhDr. Mojmír Malovecký, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the History of education. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views

and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.
Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.
Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

**Class syllabus:**
Brief outline of the course:
The subject, terminology and system of the History of education. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock. Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

**Recommended literature:**
Recommended reading:
BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4
JŮVA,V, jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X
KASPER, T, KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4
KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9
PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3
PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4
ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 334

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,1 | 0,0 | 12,57 | 11,38 | 6,89 | 9,88 | 7,19 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The students' task is to solve 10 continuously assigned problems during the semester and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated on a 3-0 point scale according to specific criteria set for each problem. The maximum number of points possible is 30.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 28 points is required for a final grade of A (excellent - outstanding results), a minimum of 25 points is required for a grade of B (very good - above average standard), a minimum of 22 points is required for a grade of C (good - normal reliable work), a minimum of 20 points is required for a grade of D (satisfactory - acceptable results), and a minimum of 18 points is required for a grade of E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students scoring 17 points or less.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the History of education. They are able to explain the context of the emergence and the main features of the historical currents of educational thought, describe and compare the systems of education and training in different historical periods, explain the views

and characterize the work of important figures in the history of education and training, critically evaluate them and identify their influence on education and training today.
Working with original historical sources and their contemporary interpretations, students will be able to critically reflect and discuss ethical issues of education and education, the position and roles of the subjects of education and education. In solving, presenting and discussing the results of ongoing assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills.
Students will be able to use the acquired knowledge and skills creatively in the study of other pedagogical disciplines and in their future pedagogical practice.

**Class syllabus:**
Brief outline of the course:
The subject, terminology and system of the History of education. Education and education in ancient and medieval times. Education and pedagogical ideas in the period of humanism and the Renaissance. Life, work and pedagogical views of J. A. Comenius. The development of education and pedagogical thinking in the works of selected representatives in the world (Lock. Rousseau, Pestalozzi, Herbart, Tolstoy) and in the territory of present-day Slovakia (Bel, Tešedík, Fándly, Lehocký) in the 17th-19th centuries. Pedagogical trends and schools of the 20th century in the world. Education in Slovakia in the 20th century. Contemporary trends in education.

**Recommended literature:**
Recommended reading:
BRŤKOVÁ, M., et al. (2000). Kapitoly z dejín pedagogiky. Bratislava: Pressent, 250 s. ISBN 80-967824-4-4
JŮVA,V, jun., JŮVA, V. sen. (2003). Stručné dějiny pedagogiky. Brno: Paido, 91 s. ISBN 80-7315-062-X
KASPER, T, KASPEROVÁ, D. (2008). Dějiny pedagogiky. Praha: Grada, 224 s. ISBN 978-80-247-2429-4
KUDLÁČOVÁ, B. (2003). Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9
PORUBSKÝ, Š. (2012). Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 110 s. ISBN: 978-80-557-0433-3
PŠENÁK, J. (2012). Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ, 167 s. ISBN 978-80-554-0596-4
ŠMAHELOVÁ, B. (2008). Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 98 s. ISBN 978-80-7392-040-1.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 334

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,1 | 0,0 | 12,57 | 11,38 | 6,89 | 9,88 | 7,19 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde014/22 | History of philosophy 1 |

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in problem solving assignments using tutorials, above-average problem orientation, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester at the invitation of the teacher.
A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the

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

**Learning outcomes:**
Learning outcomes:
Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives and transferable competences:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

**Class syllabus:**
Brief outline of the course:
History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.
1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)

Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)
5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)

**Recommended literature:**

Recommended reading:
LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9
STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN 978-80-7195-206-0 https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf .
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.
Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s. 1976.Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 581

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 36,83 | 0,0 | 30,46 | 13,08 | 7,06 | 4,99 | 7,57 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde014/22 | History of philosophy 1 |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the midterm/final assessment ratio is 100/0, which includes a final test in the assessment week of the semester (100% of the assessment). A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in class during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing assignments using a model, above-average professional knowledge and application of that knowledge in problem solving assignments using tutorials, above-average problem orientation, above-average communication skills, responsibility and timely completion of assignments, and above-average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject, good communication skills, completion of the assigned tasks, average activity in the class during the semester at the invitation of the teacher.
A minimum of 66 points is required for a final grade of D. For this grade, the student should demonstrate: the ability to develop assignments using a given template and with the assistance of the

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

**Learning outcomes:**
Learning outcomes:
Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives and transferable competences:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

**Class syllabus:**
Brief outline of the course:
History of Philosophy I focuses on the period from Antiquity to the French Enlightenment.
1. Introduction: philosophy and its importance for man; The study of the history of philosophy as an introduction to philosophy; Periodization of the history of philosophy.
2. Ancient Philosophy: the Pre-Socratics (Ionian Philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian Philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic Period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abaelard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
4. Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galilei)

Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)
5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. The Enlightenment in France (Montesquieu, Voltaire, Rousseau, the Encyclopedists, Materialists)

**Recommended literature:**

Recommended reading:
LEŠKO, V., MIHINA, F. (1993). Dejiny filozofie. Bratislava: Iris, 357 s., ISBN 80-967013-3-9
STORIG, H. J. (2007). Malé dějiny filosofie. Kostelní Vydří: KNA, 653 s. ISBN 978-80-7195-206-0 https://amper.ped.muni.cz/~jonas/umco/St%c3%b6rig-H.---Mal%c3%a9-d%c4%9bjiny-filosofie.pdf .
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 607 s. 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 600 s. 2007.
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 472 s. 2009.
Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 560 s. 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 539 s. 1976.Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 784 s. 1970.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 581

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 36,83 | 0,0 | 30,46 | 13,08 | 7,06 | 4,99 | 7,57 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 90

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

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 90

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

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 03.09.2016

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde003/22 | History, Life and Culture of Great Britain and the USA |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Scope (number of hours): 3 per week, 33 per semester
Student workload: 100 hours in total
Contact hours = 33 hours, preparation for class = 26 hours, preparation for final exam = 25 hours, writing an essay on a chosen topic = 8 hours, preparing a presentation on the topic of the essay = 4 hours, preparing a quiz or a didactic game on the topic of the presentation = 4 hours
Type of activities:
Brief presentation of lecture material, dialogic methods (debates, discussions), brainstorming, idea mapping, didactic games (quizzes, competitions), guided study (work with texts, analysis and comprehension assignments)

**Number of credits:** 4

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements
Continuous assessment (40 points/percent):
Essay on the chosen topic (20 points)
Presentation of the chosen topic (10 points)
Quiz or didactic game related to the chosen topic (10 points)
Obtaining a minimum of 60% of the seminar (24 points) is a pre-requisite for the completion of the course.
Final assessment (60 points/percent):
Written exam (60 points)
Grading
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student is able to independently write an essay on the chosen topic, makes excellent use of terminology, explains relevant theoretical knowledge, the work is written

with no serious stylistic, spelling and grammatical mistake. The student is able to prepare and deliver a presentation on the chosen topic with maximal clarity and precision of language. The student can independently create and moderate meaningful quizzes for the purposes of education.
B (very good performance): The student is able to write an essay on the chosen topic, makes excellent use of terminology, explains relevant theoretical knowledge. The essay is written with no major (and with a#few minor) mistakes of language and contents. The student is able to prepare and deliver a presentation on the chosen topic with minor errors in clarity and language. The student is able to create and moderate meaningful quizzes with minor intervention of the teacher.
C (good, reliable performance): The student is able to write an essay on the chosen topic with maximum two major mistakes, uses correct terminology with minimal inaccuracies. The essay is written in appropriate style and language with few errors in argument. The student is able to prepare and deliver a presentation on the chosen topic with a#few errors of language (that do not disturb meaning). The student is able to create and moderate quizzes with the help of the teacher.
D (satisfactory performance): The student is able to write an essay on the chosen topic with 2-4 major mistakes, explains some fundamental theoretical context. The essay is written in an acceptable style and quality of language containing numerous mistakes. The student is able to create and deliver a presentation on the chosen topic with numerous errors of language and argument; the teacher needs to intervene often. The student is able to create and moderate quizzes only with significant intervention of the teacher.
E (sufficient performance): The student can write an essay on the chosen topic with minimal use of terminology and a#large number of major mistakes in language use. The essay is written with minimal clarity and many errors of language use. The student is able to create and deliver a presentation on the chosen topic with numerous mistakes of language and minimal indication of cohesion. The student is able to create and moderate quizzes only with substantial help of the teacher.
FX (insufficient performance): The student cannot achieve the essay, is not aware of basic terminology. The paper is not comprehensible. The student is unable to create and present a presentation on the chosen topic, his/her oral delivery is not comprehensible and lacks sense and unity. The student fails to create quizzes.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Essay on the chosen topic (20 points) Presentation of the chosen topic (10 points) Quiz or didactic game related to the chosen topic (10 points) Obtaining a minimum of 60% of the seminar (24 points) is a pre-requisite for the completion of the course. Final assessment (60 points/percent): Written exam (60 points)

**Learning outcomes:**
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge
- Upon completion of this course, the student will have a clear understanding of the history, geography, and culture of the United Kingdom and the United States, as well as an understanding of how particular events in history have influenced the formation of Anglophone societies and cultures.
- Students will understand how realia can be implemented in the teaching of the English language (through the creation of a#quiz) and how intercultural awareness can be developed through such implementation.
Skills
- Students will develop and improve their foreign language skills at B2–C1 levels (CEFR) in all language skills by working with authentic texts in English, by writing an essay and presenting their work.

- Students will be able to use digital technologies in their presentation with the implementation of audio-visual devices.
Competences
- Students will be able to plan and organise their own learning, which will improve their ability to cope with authentic texts, to find relevant literature, to select relevant information, and to process this information into an essay and presentation.
- Students will be able to defend their opinions and positions as well as to support them with arguments based on scholarly literature, historical sources and the interpretation of the knowledge transmitted in the course.

**Class syllabus:**
Course contents
Geography of the UK and the USA: outline map exercises will deepen students' knowledge of geography and topography. The comparison of geographical and demographic data will help students to work with different types of information, scholarly texts and digital technologies.
UK and US history: the reading and discussion of historical sources will help students to learn online search strategies and the analysis of historical sources. The discussion of related scholarly studies will enhance students' analytical skills and understanding the impact of historical events and transformations on societies and culture.
Holidays in the UK and the USA: by means of authentic textual and video materials, students will learn about traditional holidays in the UK and the USA, their history and related social and cultural practices and institutions; they will compare traditions with Slovak ones and explain the difference in terms of history and culture. Through the method of drama, they will illustrate certain holidays.
The educational system in the UK and the USA: students will brainstorm and discuss their own understanding of the current educational system in the UK and the USA, pointing out the differences between the Slovak and Anglo-American educational systems, discussing the positive and negative aspects of these educational systems.
Government in the UK and the USA: students will brainstorm and discuss their own understanding of the system of government in the UK and the USA. Based on the knowledge they have gained about the history of the UK and the USA, they will draw conclusions about how the system of government developed. Through selected speeches of British and US politicians, they will learn about the rhetoric of political speeches, and discuss them in terms of similarities and differences of language and argument. Students will create their own political speech.
Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

**Recommended literature:**
Compulsory readings
MAUK, D., TONNESSEN, A. T., OAKLAND, J. (2022). American Civilization: An Introduction. 9th ed. London and New York: Routledge.
OAKLAND, J. (2011). British Civilization: An Introduction. 7th ed. London and New York: Routledge.
Recommended readings
BRENNER, G., FORD, M., and SULLIVAN, P. (2007). Celebrate! Holidays in the U.S.A. 2nd edition. https://americanenglish.state.gov/resources/celebrate-holidays-usa
MCDOWALL, D. (1989). An Illustrated History of Britain. Harlow: Longman.
O'CALLAGHAN, B. (2007). An Illustrated History of the USA. Harlow: Pearson Education.
O'DRISCOLL, J. (2009). Britain for Learners of English. Oxford: Oxford University Press.

National archives (America’s founding documents): https://www.archives.gov/founding-docs
U.S. Department of Education: https://www.ed.gov/
Department of Education (UK): https://www.gov.uk/government/organisations/department-for-education
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 595

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 13,61 | 0,0 | 11,93 | 15,13 | 18,66 | 20,17 | 20,5 |

**Lecturers:** Dr. habil. Tamás Karáth, PhD.

**Last change:** 27.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde024/22 | ICT in Language Education |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, class preparation = 17 hours, creation of 3 games in PowerPoint = 9 hours, creation of a story in web applications = 9 hours, writing an essay = 9 hours, presenting the latest trends in education = 5 hours, creating and presenting a digital portfolio = 4 hours
Teaching methods:
Brief explanation of the subject matter, dialogic methods (debate, discussion, colloquium), brainstorming, mind maps, working with a text, an introspective analysis of own experience, working with digital technologies

**Number of credits:** 3

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
Continuous assessment (100%):
Creation of 3 PowerPoint games, each of the game focusing on a#different age group of learners and a methodological description of these activities (25 points/percent)
Creation and presentation of a story in the chosen web portal/application (25 points/percent)
An essay on the topic of own student's experience of using ICT when learning English and their opinions about the impact of technology on learning English (25 points/percent)
Presentation of the latest trends in education and a review of recent research on the effectiveness of ICT use in education (14 points)
Creation and presentation of a digital portfolio (11 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student can independently create three different types of games in PowerPoint focusing on three different age groups of learners, the student can independently create his/her own story for a selected age group, present the story as "storytelling", can independently write an essay about his/her experience of using ICT when learning English, can make a presentation about the latest trends in the use of technology in education in presentation tools (e.g., PowerPoint) using a variety of advanced options. The student can independently create a digital portfolio.
B (very good performance): The student can create three different types of games in PowerPoint with minimal teacher's assistance, focusing on different age groups of learners, can create his/her own story for a selected age group with minimal teacher's assistance and present it as "storytelling" with minimal faults, can write an essay about his/her experience of using ICT when learning English, can make a presentation about the latest trends in the use of technology in education in presentation tools using a variety of advanced options, can create a digital portfolio with minimal teacher's support.
C (good performance): The student can, with the teacher's help, create three different types of games in PowerPoint focusing on three different age groups of learners, but with minor faults, the student can create his own story for a selected group of pupils and present it as a "storytelling", but with several faults, can write an essay with minor errors about his experience in using ICT when learning English, can make a presentation about the latest trends in the use of technology in education in presentation tools (e.g., PowerPoint) using basic options, he/she can create a digital portfolio with the help of the teacher.
D (satisfactory performance): The student is able to create three different types of games in PowerPoint with intensive help from the teacher, focusing on three different age groups of learners, the student is able to create his/her own story for a selected group of learners, and is able to present it as "storytelling", but with major faults, can write an essay about his/her experience of using ICT when learning English, but with major errors, can produce a#presentation about the latest trends in the use of technology in education in presentation tools (e.g., PowerPoint) using basic options, but with minor faults, can create a digital portfolio in a basic form with intensive teacher's support.
E (sufficient performance): The student can create three different types of games in PowerPoint with intensive help and support from the teacher, focusing on three different age groups of pupils, can create his/her own story for a selected group of pupils and present it, but without interaction with the audience, without elements of drama. The student can write an essay about his/her experience of using ICT when learning English, but with major errors, can make a presentation about the latest trends in the use of ICT in education in presentation tools (e.g., PowerPoint) using very basic options, can create a digital portfolio with intensive help and support from the teacher and only in a very basic form.
FX (insufficient performance): The student fails to create three different types of games in PowerPoint focusing on three different age groups of learners, fails to create a story or present it, fails to write an essay about his/her experience of using ICT when learning English, fails to make a presentation in presentation tools (e.g., PowerPoint), not even in the basic form and fails to create a digital portfolio.
Scale of assessment (preliminary/final): Continuous assessment (100%): Creation of 3 PowerPoint games, each of the game focusing on a#different age group of learners and a methodological description of these activities (25 points/percent) Creation and presentation of a story in the chosen web portal/application (25 points/percent) An essay on the topic of own student's experience of using ICT when learning English and their opinions about the impact of technology on learning English (25 points/percent) Presentation of the latest trends in education and a review of recent research on the effectiveness of ICT use in education (14 points) Creation and presentation of a digital portfolio (11 points/percent)

**Learning outcomes:**

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student will expand the knowledge acquired in the courses "Fundamentals of English language didactics" and "Learner-centred approach in teaching English".
- The student will become aware of the development of cognitive, affective and personality characteristics of pupils in different stages of development and will be able to use ICT adequately in particular age groups.
- The student expands his/her knowledge of ICT, the principles and importance of its use in foreign language education.
Skills:
- The student is able to apply the knowledge of developmental psychology in the preparation of activities using ICT as well as digital technologies and expands his/her skills on how to use ICT in education.
Competences:
- The student is able to work with professional and scientific literature, to select relevant information, interpret it, to express his/her own opinions and attitudes, which he/she can justify and present.
- The student is able to implement elements of personalisation in the teaching process and thus contribute to the humanisation of teaching English at different levels of education.

**Class syllabus:**
Course contents:
(1) Basic terminology, history of the use of ICT in education, how to implement ICT into teaching of English, theories of education and the use of ICT; Learning styles and individualization of education - through a brief explanation of the subject matter and videos, students will learn about the basic terminology and history of the use of ICT in education, through brainstorming and mind mapping, they will present their views on how to incorporate ICT in the classroom. In discussion, they will draw out what learning styles they distinguish and what possibilities ICT presents for individualising learning and, through their own introspection, they will evaluate their own learning styles and use of ICT when learning English.
(2) Communication through ICT, educational portals, working with information, blended learning, eTwinning - through a brief explanation of the subject matter and working with a professional text with the essence of blended learning and eTwinning, they will discuss the positive and negative aspects of this form of teaching, then they will suggest how they could use blended learning and eTwinning in teaching of English.
(3) ICT in English language teaching with a focus on teaching language means and developing language skills using the different tools available - through a short explanation of the subject matter, they will become familiar with the use of different tools in teaching different language means and skills and will try out selected tools when creating tasks for learners.

**Recommended literature:**
Compulsory readings:
CIMERMANOVÁ, I. et al. (2014). CALL and Foreign Language Education: e-textbook for Foreign Language Teachers. Nitra: UKF. Available online.
GILLERAN, A. et al. (2017). Building a Culture of Inclusion through eTwinning. Belgium: Central Support Service for eTwinning. Available online.
MIŠÚT, M. (2013). IKT vo vzdelávaní (elektronická učebnica). Trnava: Pedagogická fakulta Trnavskej univerzity v#Trnave. Available online

Recommended readings:
BOBOT, V., JAKUBEKOVÁ, M., and RURÁK, R. (2012). Využívanie informačno-komunikačných technológií vo vyučovaní. Bratislava: Metodicko-pedagogické centrum v#Bratislave. Available online.
LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie. Prístup zameraný na žiaka. Bratislava: Univerzita Komenského v#Bratislave.
LOJOVÁ, G. and VLČKOVÁ, K. (2011). Styly a#strategie učené ve výuce cizích jazyků. Praha: Portál.
These resources are available in Slovak libraries and bookstores.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 40

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 62,5 | 0,0 | 22,5 | 10,0 | 2,5 | 0,0 | 2,5 |

**Lecturers:**

**Last change:** 01.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

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

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KRoJL/B-ROMde032/22 | **Course title:**<br>Inclusive Learning and Pluralistic Approaches to Languages |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Type, volume, methods and workload of the student - additional information**<br>Type and scope of teaching: 2 hours per week in the form of a seminar (22 hours in total)<br>Study method: combined (primary attendance)<br>Student workload:<br>11 x 2 hours of in-person teaching = 22 hours<br>11 x 1.5 hour of continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion and short presentation, completion of the diary of the learner = 16.5 hours<br>1 x 12.5 hours preparation of model lessons<br>Teaching methods:<br>short presentations, brainstorming, interview, group discussion, modelling | |
| **Number of credits:** 2 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Interim evaluation:<br>Students will prepare for each seminar by studying selected articles and chapters from the recommended literature so that they can actively participate in the discussion, critically analyze the didactic implications of the studies. They will prepare short presentations, suggestions for discussion, reflections on the connection of theory and practice on the basis of model situations. Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (80% of the evaluation). Once during the semester, students will propose the concept of an inclusive approach based on the model situation. The material is analyzed and evaluated by the participants of the seminar together with the instructor (20% of the evaluation).<br>The evaluation shall be awarded on a scale of:<br>A (100-95%, excellent – excellent results),<br>B (94-85 %, very good — above average standard),<br>C (84-77 %, good – normal reliable work),<br>D (76-70 %, satisfactory — acceptable results),<br>E (69-60 %, sufficient — the results meet the minimum criteria),<br>Fx (59-0%, underperforming – extra work required) | |

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

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

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 27

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 77,78 | 0,0 | 14,81 | 0,0 | 0,0 | 0,0 | 7,41 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 27

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 77,78 | 0,0 | 14,81 | 0,0 | 0,0 | 0,0 | 7,41 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

**Class syllabus:**

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

**Recommended literature:**

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

**Languages necessary to complete the course:**

Slovak language, Italian language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

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

**Last change:** 25.08.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

# COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

**Class syllabus:**

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

**Recommended literature:**

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

**Languages necessary to complete the course:**

Slovak language, Italian language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

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

**Last change:** 25.08.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde027/22 | Intercultural Communication |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student's workload: 75 hours in total
Direct teaching = 22 h, home preparation for class = 11 h, creating a presentation of a specific intercultural topic in the context = 15 h, written analysis of an intercultural topic= 27 h
Teaching methods:
Media presentations of intercultural topics, analyses of selected journalistic articles and theoretical works, dialogical methods (debate, discussion, colloquium), case studies, situation analysis method, role-playing method, project-based learning, critical evaluation of presentations.

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course requirements:
Continuous assessment (100 points/percent):
Presentation of a specific intercultural issue in context (30 points/percent)
Active participation in discussions on the assigned issues during class (10 points/percent)
Creation of a project/play on an intercultural topic (60 points/percent)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student has an in-depth knowledge of the basic issues of contemporary intercultural research, is able to critically analyse social and cultural topics presented in the media independently, is able to argue convincingly for his/her humanistic position in a discussion, is able to present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, is able to apply his/her insight and the current scientific background independently to the teaching of the English language through the creation of a project for a certain age group.

B (very good performance): The student knows the basic issues of contemporary intercultural research, can critically analyse social and cultural issues presented in the media with minimal assistance, and is able to argue well for his/her humanistic position in a debate, is able to present his/her media analysis and reflections on a particular intercultural topic in a group and in front of the class, using the creation of a project for a certain age group, is able, after a very short consultation with the teacher, to apply his/her insight and contemporary scientific background to the teaching of English.
C (good performance): The student is familiar with partial issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media with little help, and is able to argue for his/her humanistic position in a discussion, with a little help, can present his/her media analysis and reflections on a specific intercultural topic in a group and in front of the class, by creating a project for a certain age group, can, after a short consultation with the teacher, apply his/her insight and the current scientific background to the teaching of English language.
D (satisfactory performance): The student is only familiar with certain topics in contemporary intercultural research, can critically analyse social and cultural issues presented in the media with great help, is able to argue for his/her humanistic position in a discussion, although less convincingly, with more help, he/she can present his/her media analysis and reflections on a particular intercultural topic in a group and in front of the class, by creating a project for a certain age group, he/she is able, after a longer consultation with the teacher, to apply his/her insight and current scientific background to the teaching of the English language.
E (sufficient performance): The student is familiar with only peripheral issues in contemporary intercultural research, can critically analyse social and cultural themes presented in the media only partially, is able to argue for his/her humanistic point of view in a discussion, although not convincingly, can present his/her media analysis and reflections on a particular intercultural topic to the group and to the class with great help, by creating a project for a certain age group, can, after extensive consultation with the teacher, apply his/her insight and current scientific background to the teaching of English.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a specific intercultural issue in context (30 points/percent) Active participation in discussions on the assigned issues during class (10 points/percent) Creation of a project/play on an intercultural topic (60 points/percent)

**Learning outcomes:**
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students are able to perceive and think critically about issues related to concepts of identity, intercultural thinking and globalised society, are able to think interculturally, think critically about the problems of contemporary society and present them through the prism of a specific situation that also concerns their lives.
Skills:
Students are proficient in finding and selecting relevant sources for an intercultural approach, are able to analyse media presentations and media materials in relation to instructional objectives, are able to apply an intercultural approach to the teaching of English in elementary and secondary schools, are able to discuss intercultural issues in depth and argue persuasively in pairs and large groups, are able to apply critical analysis in evaluating selected cultural, social, and political phenomena.
Competences:

Students are able to present their own, theoretically grounded position and to think critically about opposing views (also using the method of situation analysis), they are able to use the method of case studies in the teaching of English for different levels to become more familiar with a particular intercultural issue, they are able to develop a creative project on an intercultural topic and at the same time to apply it to the teaching of English, they have mastered strategies of self-knowledge leading to a deepening of metacognitive awareness.

**Class syllabus:**

Course contents:

Main themes of the course: Introduction to intercultural communication, what is culture, communication, individuality vs. collectivity, technology, economics, globalism, science, gender, race, encounters of intercultural thinking, use of intercultural thinking in the classroom.

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

**Recommended literature:**

Compulsory readings:

GOODMAN, L. and de GAY, J. eds.. (2000). The Routledge Reader in Politics and Performance. London and New York: Routledge. Available online: https://monoskop.org/log/?p=755.

HUSÁROVÁ, Z. and ULKUNIEMI, S. (2015). Making collaborative visual poems about identities: an interdisciplinary and international art educational project. In: Conversations on Finnish Art Education. Helsinki: Aalto University, pp. 318–329.

JAVORČÍKOVÁ, J. and ZELENKOVÁ, A. (2019). Cultural studies in the brexit era: In-service teachers' and students' views. In: Proceedings of Academics World International Conference. Bhubaneswar: Institute of Research and Journals, pp. 35–39.

Recommended readings:

BABAEV, D. et al. (2020). Information and Communicative Competence Development in Prospective Teachers. In: Creative Education vol. 11, no. 12. Available online: https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/journal/paperinformation.aspx?paperid=106264.

BORELLO, E. et al. (2016). Web 2.0, Language Learning and Intercultural Competence. In: Open Access Library Journal vol. 3, no. 2. Available online: https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/journal/paperinformation.aspx?paperid=68252.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 36

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 13,89 | 0,0 | 27,78 | 36,11 | 11,11 | 2,78 | 8,33 |

**Lecturers:**

**Last change:** 01.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 13

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

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

**Last change:** 25.08.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 13

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

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

**Last change:** 25.08.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde001/22 | Introduction to Linguistics for Students of Romance Languages |

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

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

**Number of credits:** 3

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

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

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

**Learning outcomes:**

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 187

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 32,09 | 0,0 | 32,09 | 12,3 | 8,02 | 4,81 | 10,7 |

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

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde002/22 | Introduction to Literature Study for Students of Romance Languages |

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

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

**Number of credits:** 3

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

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

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

**Learning outcomes:**

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

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

**Class syllabus:**

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

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

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

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

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

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

**Recommended literature:**

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

**Languages necessary to complete the course:**

Slovak, Czech (passive knowledge)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 111

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 43,24 | 0,0 | 24,32 | 12,61 | 8,11 | 6,31 | 5,41 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 418

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 75,36 | 0,0 | 7,42 | 7,18 | 3,35 | 2,39 | 4,31 |

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

**Last change:** 03.09.2016

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 418

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 75,36 | 0,0 | 7,42 | 7,18 | 3,35 | 2,39 | 4,31 |

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

**Last change:** 03.09.2016

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde003/22 | Introduction to the History and Culture of Spanish-speaking Countries |

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

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

**Number of credits:** 4

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Recommended literature:**

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 95

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 21,05 | 0,0 | 27,37 | 21,05 | 3,16 | 17,89 | 9,47 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde002/22 | Introduction to the Study of Anglophone Literature |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+2S
Teaching mode: in-person, combined
Scope (number of hours): 3 per week, 33 per semester
Student workload: 100 hours in total
In-class teaching = 33 h, continuous home preparation = 22 h, preparation and participation in literary and literary-social discussion = 5 h, preparation for 2 progress tests during the semester = 10 h, preparation for the final written test = 30 h.
Teaching methods:
Lecture, dialogic methods (debate, discussion, colloquium), analysis of video recordings (film extracts or relevant social events), heuristic method, students´ presentation of their own conclusions, guided self-study.

**Number of credits:** 4

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
None

**Course requirements:**
Course completion requirements: (100 points/percent):
Continuous assessment (40 points/percent):
Participation in the literary-cultural discussion and elaboration of the assigned questions (10 points/10%)
Progress test 1 (15 points/15%)
Progress test 2 (15 points/15%)
Participating in a literary-cultural discussion cultivates students' relationship to literature and reading, as well as critical reflection on specific topics, or literature in general, which they present in written form. Progress tests 1 and 2 during the semester are aimed at determining the level of students´ theoretical knowledge and the ability to apply it practically to a text/literary work, as well as their ability to systematically analyse a literary text, evaluate it critically and form an attitude towards the topic. Alternatively, their ability to process the text creatively for pedagogical application is monitored.

Final assessment (60 points/percent):
Written exam (60 points/60%) measures the level of students´ theoretical knowledge of the subject (such as their awareness of literary terminology and its practical application to a literary text/work, for example).
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent results): The student masters the core knowledge of Anglophone literature and literary theory, as well as the relevant terminology. He/she can identify literary notions in a new text, is aware of the origin and development of literary trends, genres, representative works, the principles of literary criticism and the social and pedagogical contexts of Anglophone literature. He/she understands the context of the origin and development of literary movements and genres and is able to apply all studied terms to a new literary work and text).
B (very good): The student masters the core knowledge of Anglophone literature and literary theory, listed in (A) with less serious errors and inaccuracies, understands the substantial majority of contexts of the origin and development of literary movements and genres, can apply several terms to a new literary work and text).
C (good, reliable work): The student masters a substantial part of the cross-sectional key knowledge of the sub-discipline Anglophone literature and literary theory, with some errors and inaccuracies, understands most of the contexts of the origin and development of literary movements and genres, can apply some terms to a specific new literary work and text).
D (satisfactory results): The student masters a substantial part of core knowledge of Anglophone literature and literary theory, with several errors and inaccuracies, understands some of the contexts of the emergence and development of literary movements and genres. He/she cannot apply some terms to a familiar literary work and text.
E (sufficient performance): The student masters only some core knowledge of Anglophone literature and literary theory, with numerous errors and inaccuracies and partially understands the context of the origin and development of literary movements and genres. He/she can only apply some terms to a familiar literary work and text.
FX (insufficient performance; additional work is required): The student is not aware of the core knowledge of Anglophone literature and literary theory, or his/her knowledge is contextless, with excessive errors and inaccuracies, he/she does not understand the context of the origin and development of literary movements and genres, he/she cannot apply studied terms to a new or familiar literary work and text).
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Participation in the literary-cultural discussion and elaboration of the assigned questions (10 points/10%) Progress test 1 (15 points/15%) Progress test 2 (15 points/15%) Participating in a literary-cultural discussion cultivates students' relationship to literature and reading, as well as critical reflection on specific topics, or literature in general, which they present in written form. Progress tests 1 and 2 during the semester are aimed at determining the level of students´ theoretical knowledge and the ability to apply it practically to a text/literary work, as well as their ability to systematically analyse a literary text, evaluate it critically and form an attitude towards the topic. Alternatively, their ability to process the text creatively for pedagogical application is monitored.
Final assessment (60 points/percent): Written exam (60 points/60%) measures the level of students´ theoretical knowledge of the subject (such as their awareness of literary terminology and its practical application to a literary text/work, for example).

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

Knowledge:
The student…
- is aware of the core knowledge of the sub-discipline "Anglophone literature and literary theory", i.e. understands literary terminology and the context of the subject,
- has acquired overview of the history, literature, culture and cultural studies of countries where English is used as a mother tongue and is aware of their application in developing his/her intercultural literacy,
- understands the principles upon which the development of basic literary trends in Anglophone and world literature started, knows the cultural and ethnic diversity of Anglophone provenance,
- is aware of the attributes of literary and non-literary texts,
- recognizes the rhetorical characteristics of literary texts, artistic devices, tropes and figures,
- is aware of the development of literary genres of poetry, prose and drama in Anglophone literatures, and understands the diachronic and synchronic relations of genres,
- recognizes representative works of Anglophone literature,
- recognizes the principles of literary criticism,
- is aware of the pedagogical context of literature and implementation of literature to EFL teaching.
Skills:
The student…
- is able to use artistic (primary) and academic (secondary) literary sources,
- is able to apply critical analysis when evaluating selected cultural-social and political phenomena depicted in literary works,
- can analyse the latest knowledge of the discipline, can apply analytical-critical and linguistic thinking, leading to creativity and empathy,
- is cultivating skills to communicate fluently on professional aspects of literature and culture in English at B2 level,
- has acquired digital skills, can search for relevant information in the digital space and work in the digital learning environment Moodle.
Competences:
The student…
- can read and interpret literature (fiction and academic sources) in English,
- is able to argue, present and defend his/her opinions and positions, can communicate effectively in a group and solve professional problems as a part of team,
- knows how to plan and organize his/her education and how to use self-study strategies,
- is aware of self-knowledge strategies leading to deepening of his/her metacognitive awareness.
- has acquired literary and intercultural competences,
- has gained prerequisites for his/her active involvement in professional life.

**Class syllabus:**
Course contents:
Epistemology and gnoseology of literature - attributes of the literary text. Linguistic, cultural, social and pedagogical effects of reading fiction. Characteristics of literature and formation of literary genres. Poetry (genre variants, analysis of poetic works). Acoustic attributes of the text – metric system. Tropes. Prose (novel and short story, its structure, characters, narrator, etc.). Drama (genre variants - comedy, tragedy, drama, etc., analysis of dramatic works). Analysis (explication, close reading) and interpretation of literary texts. Methods of writing about literature. Pedagogical implications of the discipline.
Through the aforementioned subject contents and via the aforementioned educational methods, students acquire knowledge, develop their didactic skills and competences corresponding to the bachelor profile of a graduate in the study program English language and literature teaching (combination).

**Recommended literature:**

Compulsory readings:

JAVORČÍKOVÁ, J. and ŠIPOŠOVÁ, M. (2017). Thinking About Literature: Language, Pedagogical Contexts and Cultural Identity of Literature. Bratislava: Z-F Lingua.

FRANKO, Š. (1994). Theory of Anglophonic Literatures. Prešov: Slovacontact.

Recommended readings:

CUDDON, J. A. (1998; re-edition 2000, 2008) The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin.

EAGLETON, T. (1994; re-edition 2000). Literary Theory. Minneapolis: University of Minnesota.

JAVORČÍKOVÁ, J. (2009). "K problémom teórie literárnych žánrov: štúdia z komparatívnej genológie". In Conversatoria Litteraria: miedzynarodowy rocznik naukowy. Roč. 2. Siedlce: Instytut Filologii Polskiej, Akademia Podlaska.

JAVORČÍKOVÁ, J. (2009). "Postmoderný text ako médium významu". In Mladá veda 2009: humanitné vedy - literárna veda. Banská Bystrica: UMB.

The aforementioned sources are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 604

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 15,07 | 0,0 | 13,74 | 16,39 | 15,23 | 22,19 | 17,38 |

**Lecturers:** Dr. habil. Tamás Karáth, PhD., Mgr. Diana Židová, PhD.

**Last change:** 27.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

# COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde001/22 | Introduction to the Study of the English Language |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Teaching: 22 h, continuous home preparation for class (revision, study of terminology, homework) = 16 h, preparation for the mid-term test =15 h, theoretical and practical preparation for the final test = 22 h
Teaching methods:
Explanation of the material linked to discussion of the topic, interview method, students working in groups depending on the topic (smaller, larger groups), use of practical examples to apply the theoretical knowledge acquired during lessons and self-study, students searching for practical examples and using them in lessons - discussions, analyses

**Number of credits:** 3

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
The student is entitled to an alternative date for the midterm assessment (if he/she has not attended the assessment for health or other serious reasons), but is not entitled to a#re-sit in-term assessment date.
Attendance in class (maximum 3 excused absences) and passing the in-term assessment with a minimum of 60% pass rate are prerequisites for passing the exam.
Continuous assessment (40 percent):
In-term test focused on theoretical knowledge, solving practical tasks
Final assessment (60 percent):
Final test focused on theoretical knowledge, practical problem solving, simple grammatical analysis
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student has a rich theoretical knowledge of the introduction to the individual linguistic disciplines, can analyse a simple English sentence independently and without error, identify the individual grammatical categories, correctly uses specialist terminology, is familiar with the history of English, can make connections correctly and without the teacher's assistance, correctly understands the relationships between the linguistic disciplines and can name them using the newly learned terminology.
B (excellent performance): The student has a rich theoretical knowledge in the field of introduction to individual linguistic disciplines, can analyse a simple English sentence independently and without serious errors, identify individual grammatical categories, correctly uses specialist terminology, is familiar with the history of English, can correctly state connections, correctly understands the relationships between linguistic disciplines and can name them, using the newly learned terminology.
C (good performance): The student can demonstrate theoretical knowledge of the area of introduction to individual linguistic disciplines, can analyse a simple English sentence independently, makes minor errors in identifying grammatical categories that do not have a major impact on the overall analysis, is familiar with the history of English, makes errors in terminology - expresses himself more in descriptive terms, understands the relationships between individual linguistic disciplines with the help of the teacher.
D (satisfactory performance): The student has sufficient theoretical knowledge in the field of introduction to individual linguistic disciplines, with the help of the teacher can analyse a simple English sentence, identify individual grammatical categories, has mastered professional terminology, can define the basic milestones in the history of English, understands the relationships between linguistic disciplines, can name them and use the basic terminology learnt in the process.
E (sufficient performance): The student has sufficient basic theoretical knowledge in the field of introduction to individual linguistic disciplines, with the active help of the teacher can analyse a simple English sentence, identify basic grammatical categories, is familiar with the basics of the history of English, knows the basic terminology but only with the help of the teacher can find connections, understands the relationships between linguistic disciplines at a sufficient level.
Scale of assessment (preliminary/final): Continuous assessment (40 percent): In-term test focused on theoretical knowledge, solving practical tasks Final assessment (60 percent): Final test focused on theoretical knowledge, practical problem solving, simple grammatical analysis.

**Learning outcomes:**
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for a student to develop the following knowledge, skills, and competences:
Knowledge:
During the course, the student will acquire new linguistic terminology, gain an overview of the different linguistic disciplines, plans and sub-plans of language and their characteristics. The student will understand the interplay and nature of relevant linguistic sub-disciplines, gain an overview of the different periods in the development of the English language and understand the focus and orientation of the various linguistic schools, and recognize trends in the development of the English language.
Skills:
The student will learn to work independently with a professional linguistic text. The student will be able to analyse individual linguistic units, using theoretical knowledge, he/she will be able to analyse a simple English sentence independently, he/she will be able to determine grammatical categories of nouns and verbs, he/she will learn how to work with words using examples from everyday communication - morphemic analysis, basic lexical characterisation, determination of

word types and sentence articles. They develop analytical-critical thinking as one of the basic characteristics of a future teacher.
Competences:
The student is able to work independently and in a group on grammatical analysis, at the same time he/she is able to present it to colleagues at the required linguistic level, he/she is able to defend and argue his/her claims, he/she develops argumentative competence. The students use interpersonal skills and develop communication skills when presenting their work. They think within the context of the subject, can correlate different linguistic systems and subsystems, do not understand them in a bounded way. They perceive language globally and demonstrate the overall view needed to its understanding.

**Class syllabus:**
Course contents:
Main thematic threads of the course: Definition of general linguistics, definition of language and linguistic sign, functional styles of language, history of English language, structure of English and American studies, standard and non-standard English, geographical varieties of English, phonetics and phonology, lexicology, semantics, pragmatics, grammar, grammatical categories, morphological processes, syntax
Through the above content, the student will become familiar with the supporting linguistic theories and concepts (system, naming unit, communication, sign), grammatical categories (gender, case, tense, aspect, etc.), and grammatical processes (morphological, syntactic). At the same time, the student will acquire basic facts about the different planes and sub-plans of the language and gain a basic understanding of the development of the English language. The student will deepen his/her ability to work with specialized text and to critically analyse information.
The student develops the ability to critically assess the information obtained with regard to its relevance and applicability in practice. The acquired theoretical knowledge is subsequently used in practical activities and by using the stated methods, the student actively works on improving and refining his/her argumentation skills with a view to future pedagogical practice. The student develops the skills of correlating theoretical knowledge, acquires argumentation skills.

**Recommended literature:**
Compulsory readings:
LANČARIČ, D. (2012). Elements of Linguistics. Bratislava: Z-F LINGUA.
REPKA, R. (2008). A#Student´s Introduction to the Study of the English Language. Bratislava: Z-F LINGUA.
Recommended readings:
AITCHINSON, J. (1995). Linguistics: An Introduction. Hodder and Stoughton.
LANČARIČ, D. (2012). Selected Chapters from English Linguistics. Bratislava: Z-F LINGUA.
ŠTEKAUER, P. (1993). Essentials of English Linguistics. Prešov: Slovacontact.
VACHEK, J. (1975). Introduction to the Study of English. Praha: SPN.
WIDDOWSON, H. G. (1996). Linguistics. Bristol: Oxford University Press.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 644

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 2,95 | 0,0 | 4,66 | 10,4 | 12,89 | 36,49 | 32,61 |

| |
|---|
| **Lecturers:** Mgr. Patricia Kotlebová, PhD. |
| **Last change:** 27.09.2023 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

**Class syllabus:**

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

**Recommended literature:**

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

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

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 42

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

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

**Class syllabus:**

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

**Recommended literature:**

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

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

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 42

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

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde002/22 | Language Activity in Interaction – Listening Comprehension in Spanish Language |

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

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

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 22

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 40,91 | 0,0 | 36,36 | 0,0 | 4,55 | 13,64 | 4,55 |

**Lecturers:** PhDr. Mária Medveczká, PhD.

**Last change:** 22.09.2024

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 68

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 55,88 | 0,0 | 19,12 | 14,71 | 4,41 | 1,47 | 4,41 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 75

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 49,33 | 0,0 | 30,67 | 4,0 | 2,67 | 8,0 | 5,33 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 70

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 28,57 | 0,0 | 37,14 | 18,57 | 5,71 | 5,71 | 4,29 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

# COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 74

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,89 | 0,0 | 28,38 | 16,22 | 4,05 | 8,11 | 1,35 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 72

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 34,72 | 0,0 | 27,78 | 23,61 | 8,33 | 1,39 | 4,17 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 22

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 36,36 | 0,0 | 31,82 | 13,64 | 4,55 | 9,09 | 4,55 |

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

**Number of credits:** 2

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

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

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

**Last change:** 15.07.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 5

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

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

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

**Notes:**

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

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

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde053/22 | Language in Use - Conversation B2-C1 |

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

**Number of credits:** 2

**Recommended semester:**

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 13

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 46,15 | 38,46 | 0,0 | 0,0 | 15,38 |

**Lecturers:**

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde013/22 | Language in Use – B2-C1 |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hrs, continuous homework (revision + solving homework tasks) = 18 hrs, oral presentation of video content = 7 hrs, reading and use of English = 7 hrs, vocabulary test based on video clips = 3.5 hrs, reading and Use of English test, parts 1–4 = 14 hrs, listening comprehension, part 1 = 3.5 hrs
Teaching methods:
Monologic methods (to a minimum extent); explaining mainly lexical structures at the B2-C1 level (CEFR), dialogic teaching (conversation on a pre-defined topic; it thematically and lexically corresponds to the B2-C1 level, the English profile is used as a guide to the language level); methods of inscenation (guided role-playing aimed at practising lexical and grammatical structures at the B2-C1 level); guided self-study (home preparation, working with a text and video recordings)

**Number of credits:** 3

**Recommended semester:** 4.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
Continuous assessment (100%):
Retelling the content of the video and explaining unfamiliar vocabulary (20%)
Reading and Use of English part 1, multiple choice (20%)
Vocabulary Test, based on vocabulary from video clips (10%)
Reading and Use of English parts 1–4 (multiple choice, filling in the correct expression in the text, word formation, paraphrasing by using the given word) (40%)
Listening, part 1 (multiple choice) (10%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

The student is entitled to an alternative date for the final assessment (if he/she has not attended the assessment for medical or other serious reasons), but is not entitled to an alternative date for the Continuous assessment. Attendance in class (maximum of 3 excused absences or, depending on the seriousness of the situation) as well as passing the midterm assessment with any result is a prerequisite for taking the examination.
A (excellent performance): The student can independently and correctly perform the assigned tasks and solve assignments. The student can independently and correctly explain English vocabulary without hesitation and can fluently retell a listened or read text using B2-C1 level vocabulary. The student can respond quickly and accurately in the format of the Cambridge First/Advanced exam, can complete information correctly in the time allowed, select the correct information and paraphrase using the given word.
B (very good performance): The student is able to correctly perform the assigned tasks and solve assignments with minimal assistance from the teacher and schoolmates. The student can, with minimal help from the teacher and schoolmates, explain English vocabulary correctly with little hesitation and can fluently retell a listened to or read text using B2-C1 level vocabulary. The student can respond quickly and correctly in the format of the Cambridge First/Advanced exam, can fill in the information correctly in the time allowed, select the correct information and paraphrase using the given word.
C (good performance): The student is able, with the help of the teacher and the schoolmates, to carry out the assigned tasks and solve assignments with minor errors. With the help of the teacher and the schoolmates, the student is able to explain English vocabulary correctly with minor hesitations and is able to retell a listened or read text fluently but with excessive use of compensatory strategies (e.g. fillers) using vocabulary at B2-C1 level. The student can respond with hesitation but largely correctly in the Cambridge First/Advanced exam format, can fill in information in the time allowed with fewer errors, select the correct information and paraphrase using the given word.
D (satisfactory performance): The student can, with intensive help from the teacher and the schoolmates, correctly or with minor errors, perform the assigned tasks and solve assignments. The student can, with intensive help from the teacher and schoolmates, explain English vocabulary with minor errors and considerable hesitation, and can retell a listened to or read text using vocabulary at B2-C1 level with minor errors. The student can respond in the Cambridge First/Advanced exam format with intensive help and minor errors. In the time allowed, the student can fill in the information, select the correct information and paraphrase using the given word, but with making minor errors.
E (sufficient performance): The student can only partially perform the assigned tasks and solve assignments with the support and intensive help of the teacher and the schoolmates. With support and intensive help from the teacher and schoolmates, the student can partially and with considerable hesitation explain vocabulary in English and can retell a listened to or read text using B2-C1 level vocabulary with minor errors. The student can partially respond in the Cambridge First/Advanced exam format and only with support and intensive help can partially fill in the information, select the correct information and paraphrase using the given word in the time allowed.
Scale of assessment (preliminary/final): Continuous assessment (100%): Retelling the content of the video and explaining unfamiliar vocabulary (20%) Reading and Use of English part 1, multiple choice (20%) Vocabulary Test, based on vocabulary from video clips (10%) Reading and Use of English parts 1–4 (multiple choice, filling in the correct expression in the text, word formation, paraphrasing by using the given word) (40%) Listening, part 1 (multiple choice) (10%)

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

Knowledge:
The student expands his/her vocabulary, will know grammatical and lexical structures at B2-C1 level. The student will know the differences and similarities in the structure and functions of the language means of the mother tongue (Slovak) and the target language (English). The student knows the structural and contextual differences between written and spoken discourse. The student knows language skills and compensatory strategies. The student knows the format of Cambridge examinations
Skills:
The student will be proficient in grammatical and lexical structures at B2-C1 level in spoken and written communication. The student will gain confidence and improve all key (receptive and productive) language skills. The student will be able to analyse an English text in terms of basic phonological, lexical and grammatical language means. The student will be able to describe and compare the main differences and similarities between the linguistic systems of the mother tongue (Slovak) and English. The student will be able to apply the above mentioned aspects in communication. The student will acquire the strategies necessary to pass the Cambridge First and Cambridge Advanced examinations.
Competences:
The student acquires communicative competence in English. The student is able to argue, present and defend his/her opinions and points of view. The student is able to understand a wide range of difficult long sentences and fully recognize their meaning. The student can express ideas in a coherent and spontaneous manner without much obvious searching for expressions. The student is able to use language effectively and flexibly for social, academic and professional purposes, and has developed metacognitive awareness. The student can produce clear, well-structured and detailed oral discourse on complex topics.

**Class syllabus:**
Course contents:
Main themes of the course: Complete Advanced, Lessons 1–7: Our People, Mastering Languages, All in the Mind, Just the job!, Dramatic events, Picture yourself, Leisure and entertainment. Cambridge Advanced Listening papers 1–4, Reading and Use of English papers 1–7, Speaking part 1–4.
Through the above content, the student is linguistically prepared to continue his/her studies in the field at Master's degree, having developed foreign language communication skills at the B2-C1 level. As a result of the applied activities in the course, the student is familiar with the complex theoretical background of traditional, activating, innovative and alternative methods of foreign language teaching. The student knows the individual levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), their structural-functional characteristics. The student is able to argue, present and defend his/her views and opinions.

**Recommended literature:**
Compulsory readings:
BROOK-HART, G. and HAINES, S. (2014). Complete Advanced. Cambridge University Press.
O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.
O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.
Recommended readings:
McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017) English Collocations in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017). English Idioms in Use Advanced. Cambridge University Press.
These resources are available in Slovak libraries and bookstores.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 348

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 56,32 | 0,0 | 27,3 | 10,92 | 2,87 | 0,86 | 1,72 |

**Lecturers:** Mgr. Stephanie Wilbur

**Last change:** 29.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde028/22 | Language in Use – Reading Comprehension |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person,, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, home preparation (revision + assignments + work with text) = 18 hours, preparation for Reading and use of English part 5 = 5 hours, preparation for Reading and use of English part 6 = 5 hours, preparation for Reading and use of English part 7 = 5 hours, preparation for Reading and Use of English parts 1–7 = 20.5 hours
Teaching methods:
Guided self-study method (homework with the text and related assignments), frontal method (the teacher raises a topic contradictory to the topic of the text and then through guided discussion reaches a consensus with the students), monological methods (explanation of reading comprehension strategies - identification of key information, reading techniques, etc.), practical methods - solving tasks for the development of reading comprehension according to the model of the Cambridge B2-C1 exam

**Number of credits:** 3

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
The student is entitled to an alternative date of final assessment (in case of medical or other compelling reasons); Continuous assignments cannot be resat.
Attendance (maximum of 3 excused absences or depending on the severity of the situation) as well as passing the midterm assessment with any result are prerequisites for passing the exam.
Continuous assessment (100%):
Reading and use of English part 5, multiple choice (15%)
Reading and use of English part 6, search for a correct missing paragraph (15%)
Reading and use of English part 7, association of a paragraph with a speaker (15%)

Reading and use of English parts 1–7, (55%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student is able to work with the text independently and without errors at the level B2-C1, can apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information The student can correctly understand the text independently and within the time limit, and correctly perform the Cambridge exam format tasks without assistance. The student can retell a text using vocabulary at B2-C1 level independently and fluently.
B (very good performance): The student is able to work with the text at B2-C1 level with minimal help from the teacher without errors, can apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information, and can correctly understand the text with minimal teacher/team assistance in the time allowed. The student is able to retell a text using vocabulary at B2-C1 level with minimal help and with minor hesitations.
C (good performance): The student is able to work with the text at B2-C1 level with the help of the teacher, minor errors are present. The student can apply the skills of speed reading to find out content, speed reading to get information, close reading to understand the text thoroughly, close reading to identify specific information and can, with the help of the teacher/team, understand the read text correctly or with minor errors in the time allowed. The student is able to retell a text using vocabulary at B2-C1 level with help and minor hesitations.
D (satisfactory performance): The student can work with the text at B2-C1 level with intensive help from the teacher, major errors are present. With intensive teacher/team support, the student can apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information, and can, with intensive teacher/team support, comprehend the text read in the time allowed but with more significant errors. The student is able to retell a text using vocabulary at B2-C1 level with help and with some hesitation.
E (sufficient performance): The student is able to work with the text at B2-C1 level with intensive help from the teacher. With intensive teacher/team support, the student can partially apply the skills of speed reading to identify content, speed reading to obtain information, close reading to thoroughly understand the text, close reading to identify specific information and can partially understand the text read with intensive teacher/team support in the time allowed. The student can retell a text using B2-C1 level vocabulary with intensive help and with little hesitation.
Scale of assessment (preliminary/final): Continuous assessment (100%): Reading and use of English part 5, multiple choice (15%) Reading and use of English part 6, search for a correct missing paragraph (15%) Reading and use of English part 7, association of a paragraph with a speaker (15%) Reading and use of English parts 1–7, (55%)

**Learning outcomes:**
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for the student to develop the following knowledge, skills, and competences:
Knowledge:
Upon successful completion of this course, the student:
will be acquainted with the principles of working with text, will have mastered reading techniques (scanning, skimming, reading for gist, reading for detail), will have mastered vocabulary from texts; will have mastered the vocabulary necessary to successfully complete tasks to develop and test reading skills (means of cohesion, use of reference and linking expressions, etc.); will be acquainted with the basics of individual linguistic disciplines and will be able to further use or

deepen this knowledge in the second stage of higher education; knows the individual levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), understands their structural-functional characteristics, knows the ways of their application in English language teaching - specifically in reading comprehension.
Skills:
Upon successful completion of this course, the student will have developed the skill of reading a variety of texts, understanding them in both formal and informal styles; will be able to apply strategies for developing tasks to test reading comprehension skills according to the Cambridge format. In Cambridge format test tasks, the learner can select the correct one from the options, fill in the correct missing paragraph in a text and associate the part of the text to the speaker; will be able to understand more complex texts at B2-C1 level with the help of reading development strategies; will have developed foreign language communication skills at the B2-C1 level; will be able to analyse an English text in terms of basic phonological, lexical and grammatical linguistic resources, describe and compare the language systems of Slovak and English, and use digital technologies to support foreign language education - specifically in reading comprehension.
Competences:
Upon successful completion of this course, the student will have developed a high level of communicative competence and performance, will be able to understand, mentally process, retain and retell the content of the text; will be able to navigate in professional texts, can independently acquire and correlate knowledge; will be able to read and interpret literature (both fiction and non-fiction) in English; will have acquired competence in planning activities for the development of reading comprehension (including activation of mental schemata), carrying out tasks and evaluating activities for the development and testing of reading comprehension skills.

**Class syllabus:**
Course contents:
Main themes of the course: Reading comprehension, formal and informal style, vocabulary from texts, vocabulary - cohesion and linking expressions, identifying information from the context of a text, skills associated with the Reading Paper from the Cambridge Advanced Examination and from the Compact Advanced textbook, chapters 1 - 8. Latest news, travel and traditions, behaviour and social contact, selling and buying, health and sport, old and new culture, ecology, study and work
Through the above content, the student is prepared to continue their studies in this field at the 2nd cycle of higher education, has developed foreign language communication skills at the B2-C1 level, is oriented in the basics of individual linguistic disciplines and is able to further use or deepen this knowledge as needed in the 2nd cycle of higher education, is able to argue, present and defend his/her views and opinions. The student is acquainted with professional texts (linguistic, linguodidactic and other, as well as in ordinary texts), is able to independently acquire and interpret knowledge. The student acquires the ability to work practically with a text, applying reading techniques and is able to search for information and use it correctly.

**Recommended literature:**
Compulsory readings:
MAY, P. (2014). Compact Advanced. Cambridge University Press.
O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.
O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.
Recommended readings:
McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017). English Collocations in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge University Press.
McCARTHY, M. and O'DELL, F. (2017). English Idioms in Use Advanced. Cambridge University Press.
The sources are available in Slovak bookstores and libraries.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 193

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 34,72 | 0,52 | 20,21 | 17,62 | 7,25 | 10,36 | 9,33 |

**Lecturers:** Mgr. Stephanie Wilbur

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde030/22 | Language in Use – Speaking |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, home preparation (revision + homework) = 13 hours, preparation for Assignment 1 = 8 hours, preparation for Assignment 2 = 8 hours, preparation for Assignment 3 = 8 hours, preparation for Assignment 4 = 8 hours, preparation for Assignment 5 = 8 hours
Teaching methods:
Dialogic methods (conversation/polemic/discussion on a predetermined topic always with the aim of learning and practising C1 vocabulary), problem-based methods (brainstorming mostly as an introduction to the topic), practical methods - simulating the format of the Cambridge Advanced exam (parts 1–4). Note: C1 level will be measured by the level of textbooks/materials used, English Profile and the Cambridge Advanced Learner's Dictionary

**Number of credits:** 3

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
The student is entitled to an alternative date for the final assessment (if he/she has not attended the assessment for medical or other serious reasons), but is not entitled to a re-sit date for the Continuous assessment.
Class attendance (maximum of 3 excused absences or, depending on the seriousness of the situation) as well as passing the in-term assessment with any result are prerequisites for taking the examination.
Continuous assessment (100%):
Assignment 1 - Explain vocabulary and retell the video using the vocabulary (20%)
Assignment 2 - Short conversational debate activity (20%)

Assignment 3 - Cambridge Advanced, speaking, part 1 (introduction, introductory interview, answering examiner's questions) (20%)
Assignment 4 - Cambridge Advanced, speaking, part 2 (talking about a picture, answering questions in a partner's picture) (20%)
Assignment 5 - Cambridge Advanced, speaking, part 3 (3-minute paired interview) (20%)
Grading:
100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student is able to work independently and without errors with a spoken text. He/she can independently prepare for the task (information gathering, data). The student can independently create an appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue / dialogue). The student can work independently with grammatical and lexical structures at B2-C1 level. The student can synthesise ideas appropriately and use the correct means of cohesion in a spoken text.
B (very good performance): The student is able to work with spoken text with minimal assistance and without errors. With minimal assistance from the teacher and/or team, the student can prepare for the task (information gathering, data collection). With minimal help, the student can make an appropriate argument, comparison, express an opinion in spoken form (depending on the type of monologue/dialogue). The student works with grammatical and lexical structures at B2-C1 level with only minimal errors. The student can synthesise ideas appropriately and use the correct means of cohesion in a spoken text.
C (good performance): The student is able to work with spoken text with the help of the teacher and with only minor errors. He/she is able to prepare for the task (information gathering, data) with the help of the teacher and/or the team. The student can, with help, make an appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue/dialogue). The student works with grammatical and lexical structures at B2-C1 level with only minimal errors. The student can synthesise ideas appropriately and mostly use correct means of cohesion in a spoken text.
D (satisfactory performance): The student can work with written and spoken text with intensive help from the teacher but with only minor errors. With intensive help from the teacher and/or team, the student can prepare for the task (information gathering, data collection). With intensive help, the student is able to make a mostly appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue / dialogue). The student works with grammatical and lexical structures at the B2-C1 level, making even more serious errors. The student can mostly synthesise ideas appropriately and mostly use correct means of cohesion in spoken text.
E (sufficient performance): The student is able to work with spoken text with intensive help from the teacher but with more serious errors. He/she is able to prepare for the task (information gathering, data collection) with support and intensive help from the teacher and/or the team. The student can, with support and intensive help, make a mostly appropriate argument, comparison, express an opinion in spoken form (according to the type of monologue / dialogue). The student works with grammatical and lexical structures at the B2-C1 level, while making more serious errors. The student can mostly synthesise ideas appropriately, but makes more serious errors in the use of cohesion devices and phrases.
Scale of assessment (preliminary/final): Continuous assessment (100%): Assignment 1 - Explain vocabulary and retell the video using the vocabulary (20%) Assignment 2 - Short conversational debate activity (20%) Assignment 3 - Cambridge Advanced, speaking, part 1 (introduction, introductory interview, answering examiner's questions) (20%) Assignment 4 - Cambridge Advanced, speaking, part 2 (talking about a picture, answering questions in a partner's picture) (20%) Assignment 5 - Cambridge Advanced, speaking, part 3 (3-minute paired interview) (20%)

**Learning outcomes:**

Objectives and learning outcomes:
The general objective is to ensure the attainment of C1 level of communication according to the Common European Framework of Reference for Languages (CEFR).
Knowledge:
The student is oriented in the basics of individual linguistic disciplines and is able to further use or deepen this knowledge as needed in the second cycle of higher education, knows the individual levels of the English language system (phonetics, phonology, grammar lexicology, stylistics), understands their structural-functional characteristics, knows the ways of their application in learning and teaching the English language. The student learns the principles of successful conversation. The student will acquire knowledge of compensatory strategies, the student will acquire the vocabulary necessary to express even more difficult and complex topics in a formal and informal style. The student will expand his/her vocabulary, learn the correct pronunciation of individual words and groups of words in a sentence, learn the principles of linking consonant pronunciation and reduced pronunciation.
Skills:
The student has developed foreign language communication skills at the B2-C1 level, can analyse an English text in terms of basic sound, lexical and grammatical linguistic resources, can describe and compare the main differences and similarities between the language systems of the native (Slovak) and English languages, The student can retell the content of an authentic video recording using the vocabulary contained in the video recording. The student will develop the ability to understand authentic and adapted spoken text. The student will be able to apply compensatory mechanisms in communication. The student will be able to hold a fluent conversation using adequate vocabulary, even on more complex technical topics. The student can describe a picture, ask and answer questions using pictorial material in the format of the Cambridge Advanced exam. The student can lead a discussion that leads to a meaningful conclusion (debate type), and can actively use digital technologies to support foreign language education.
Competences:
The student is able to navigate in professional texts (linguistic, linguodidactic and others), is able to independently acquire and correlate knowledge, is able to argue, present and defend his/her views and opinions, is able to plan and organize his/her own learning, The student is able to understand a wide range of difficult, longer texts and to recognize their implicit meanings. Can express themselves fluently and spontaneously without too much overt search for expressions. Can use language flexibly and effectively for social, academic or professional purposes. Can produce clear, well-organised and detailed spoken text on complex topics, demonstrating command of compositional techniques, connective expressions and means of cohesion. The student has mastered strategies of self-discovery leading to deepening metacognitive awareness.

**Class syllabus:**
Course contents:
Main themes of the course: Speaking - formal and informal style, vocabulary from written and spoken texts, vocabulary - cohesive expressions, skills associated with the Speaking Paper from the Cambridge Advanced Examination and from the Compact Advanced textbook, Units 1–8. Latest news, travel and traditions, manners and social contact, selling and buying, health and sport, old and new culture, ecology, study and work.
Through the above content, the student is prepared to continue studying this subject at the 2nd degree of the study programme. The student knows the different levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), their structural-functional characteristics, and the ways of their application in communication and in teaching practice. The student has developed foreign language communication skills at the B2-C1 level, is able to

argue, present and defend his/her views and opinions. The student has developed communication strategies, including compensatory mechanisms.

**Recommended literature:**

Compulsory readings:

MAY, P. (2014). Compact Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Vocabulary in Use Advanced. Cambridge University Press.

Recommended readings:

McCARTHY, M. and O'DELL, F. (2017). English Collocations in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Phrasal Verbs in Use Advanced. Cambridge University Press.

McCARTHY, M. and O'DELL, F. (2017). English Idioms in Use Advanced. Cambridge University Press.

O'DELL, F. and BLACK, M. (2015). Advanced Trainer. Cambridge University Press.

O'DELL, F. and BLACK, M. (2020). Advanced Trainer 2. Cambridge University Press.

UR, P. (2012). Discussions that Work. Cambridge University Press.

All the above mentioned readings are available in Slovak libraries and bookstores.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 276

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 71,01 | 0,0 | 17,39 | 2,17 | 1,81 | 1,09 | 6,52 |

**Lecturers:** Mgr. Stephanie Wilbur

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde029/22 | Language in Use – Writing |

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

**Type, volume, methods and workload of the student - additional information**
Type, of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student's workload: 75 hours in total
Direct teaching = 22 h, theory = 13 h, self-study of materials and sample papers = 5 h, preparation for Assignment 1 = 6 h, preparation for Assignment 2 = 10 h, preparation for Assignment 3 = 24 h
Teaching methods:
Guided self-study (working with the text and related assignments), frontal method (the teacher invites students to evaluate a randomly selected work and discuss the correct, less correct, or incorrectly formulated parts of the written text), monological methods (explanation of strategies and procedures applied in academic or essay writing - paragraph structure, essay structure, topic sentence, thesis statement, central part of the paper, conclusion.) practical methods - own creative assignment-based writing

**Number of credits:** 3

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
Continuous assessment (100%):
Assignment 1: correct formulation of topic sentence a#thesis statement (15%)
Assignment 2: writing a paragraph (25%)
Assignment 3: writing an essay on a#given topic (60%)
Class attendance (maximum of 3 excused absences or depending on the situation) and completion of the continuous assessment tests with any score are prerequisites for the final continuous assessment.
The student is allowed to ask for an extra date for the interim assessment tests (if he/she has not attended the assessment for medical or other serious reasons) but is not allowed to re-sit any of the tests.
Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX
A (excellent performance): The student is able to work independently and without errors with the text (draft) and can independently prepare for the task (collecting information, data). The student can independently and without help create the individual parts of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement). The student can independently create an appropriate argument, comparison, express an opinion in writing (according to the type of essay). The student works independently with grammatical and lexical structures at the B2-C1 level. The student can appropriately synthesize ideas and use the correct means of cohesion in a written text.
B (very good performance): The student is able to work with the text (draft) with minimal help and without errors and can prepare for the assignment (gathering information, data) with minimal help from the teacher and/or team. With minimal help, the student produces the essentials of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement). The student can, with minimal help, create an appropriate argument, comparison, express an opinion in writing (depending on the type of essay). The student works with grammatical and lexical structures at the B2-C1 level with only minimal errors. The student is able to synthesize ideas appropriately and use the correct means of cohesion in a written text.
C (good performance): The student is able to work with the text (draft) with the help of the teacher and with only minor errors. With the help of the teacher and / or the team the student can prepare for the task (information gathering, data). The student can, with help, produce the essentials of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement with minor inaccuracies). The student is able to make an appropriate argument, comparison, express an opinion in writing with help (according to the type of essay). The student works with grammatical and lexical structures at the B2-C1 level with only minimal errors. The student can synthesise ideas appropriately and mostly use correct means of cohesion in a written text.
D (satisfactory performance): The student is able to work with the text (draft) with intensive help from the teacher but with only minor errors. With the intensive help of the teacher and/or the team, the student can prepare for the task (gathering information, data). With intensive help, the student can produce the elements of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement with minor inaccuracies). With intensive help, the student is able to produce a mostly appropriate argument, comparison, opinion in written form (according to the type of essay). The student works with grammatical and lexical structures at the B2-C1 level, while committing more serious errors. The student can mostly synthesise ideas appropriately and mostly use correct means of cohesion in written text.
E (sufficient performance): The student is able to work with the text (draft) with intensive help from the teacher but with more serious errors. With support and intensive help from the teacher and/or the team, the student is able to prepare for the task (information gathering, data collection). With the support and intensive help, he/she is able to produce the elements of academic and essay writing (introduction, core, conclusion, topic sentence / thesis statement with more serious inaccuracies). With support and intensive help, the student is able to produce a mostly appropriate argument, comparison, and opinion in writing (according to the type of essay). The student works with grammatical and lexical structures at B2-C1 level, making more serious errors. The student can mostly synthesise ideas appropriately but makes more serious errors in the use of cohesion devices and phrases.
Scale of assessment (preliminary/final): Continuous assessment (100%): Assignment 1: correct formulation of topic sentence a#thesis statement (15%) Assignment 2: writing a paragraph (25%) Assignment 3: writing an essay on a#given topic (60%)

**Learning outcomes:**
Learning objectives and outcomes:

From the learning objectives declared in the graduate's profile, this course aims to acquire the following knowledge, skills, and competences:
Knowledge:
The student is familiar with the basics of linguistic disciplines and is able to further use or deepen this knowledge in the 2nd level of higher education. The student knows the levels of the English language system (phonetics, phonology, grammar, lexicology, stylistics), understands their structural-functional characteristics, and knows how to apply them in English language teaching, specifically in writing. The student becomes familiar with the structure of the written text according to the Anglophone criteria of academic and essay writing. The student will acquire knowledge of the correct formation of the topic sentence and thesis statement, the core of the paragraph and the essay, as well as knowledge of the correct writing of the conclusion. The student will learn how to organize and work with ideas, how to express thought, opinion, compare and contrast in a written text (essay). The student will learn the correct linguistic devices for producing a text. In general, the student will become familiar with language structures at B2-C1 level.
Skills:
The student has developed foreign language communication skills at the B2-C1 level, can analyse an English text in terms of basic phonological, lexical and grammatical linguistic devices, can describe and compare the linguistic systems of the English and Slovak languages. The student is able to create a paragraph and an essay applying the English language rules for academic and essay writing. The student is able to correctly create the individual parts of a paragraph and essay (introduction, body, conclusion, topic sentence, thesis statement), The student is able to organize ideas, is able to express an opinion in the required form, is able to compare and contrast ideas and opinions. The student is able to produce a paragraph and a longer form of written text (essay) at B2-C1 level with the application of grammatical and lexical structures and with the correct use of cohesive expressions. The student will be able to produce a text with a high degree of synthesis. The student is able to actively use digital technologies to support foreign language education.
Competences:
The student is able to navigate in professional texts, is able to independently acquire and correlate knowledge, is able to read and interpret literature (both fiction and professional) in English, is able to argue, present and defend his/her opinions and points of view. The student will learn to produce a coherent text of a required length, applying the rules of English writing. The student will learn to critically evaluate a text and use self-correction. The student will be able to plan and organize his/her own learning. The student will learn to plan writing development tasks with an emphasis on information gathering. The student's digital literacy skills will be developed while gathering information. The student will be able to carry out high-level synthesis of text using the tools of cohesion. The student will independently make correct use of grammatical and lexical structures at the B2-C1 level, recognizing the more formal structures that are appropriate in written text. The student will be able to creatively apply the acquired information in pedagogical practice.

**Class syllabus:**
Course contents:
Main themes of the course: Task (writing) planning, selection and specification of the topic, paragraph structure, writing a descriptive paragraph, opinion paragraph, comparative paragraph, problem-solving paragraph, essay structure, coherence and cohesion, essay parts.
Using the above knowledge, students will significantly develop the skill of writing a foreign language (English-language) text which will also prepare them for higher, master's level studies. The student will become familiar with the different levels of the English language, especially those relevant to academic or creative writing. The student has developed foreign language communication skills at the B2-C1 level. The student knows how to use digital technologies appropriately in data collection and in the evaluation of writing tasks. The student is able to argue,

present and defend his/her views and opinions in an essay, and is able to independently gather and interpret knowledge. The student has developed elementary didactic skills, can analyse pedagogical situations and propose solutions with regard to teaching writing skills.

**Recommended literature:**

Compulsory reading:

ZEMACH, E. D. and RUMISEK, L. A. (2005). Academic Writing from Paragraph to Essay. Oxford: Macmillan.

Recommended readings:

BANKS, T. (2013). Writing for Impact. Cambridge University Press.

LEKI, I. (2012) Academic Writing, Exploring Processes and Strategies. Cambridge University Press.

PALMER, G., GOWER, R. and HAINES, S. (2008). Cambridge English Skills: Real Writing. Cambridge University Press.

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

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 133

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 69,92 | 0,0 | 19,55 | 3,01 | 0,75 | 0,0 | 6,77 |

**Lecturers:** Mgr. Stephanie Wilbur

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde014/22 | Learner-centred Approach to English Language Teaching |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person teaching, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours; continuous home preparation for class = 13 hours; preparation of 3 term papers = 24 hours, preparation for the final test = 16 hours
Teaching methods:
Explanation, guided discussion, group work, brainstorming, heuristic methods, problem-solving tasks, application of theoretical knowledge in practice, introspective analysis of experiences, critical analysis of experienced teaching approaches

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
Continuous assessment (60%):
2 seminar papers: topics adapted to the group and their level of educational-psychological thinking (2 x 20%)
Final seminar paper: “My opinions on learner-centred English language teaching (possibilities and constraints in the Slovak educational context)” (20%)
In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge and stimuli from guided discussions in the classroom, the critical analysis of experienced teaching approaches and the introspective analysis of their impact on the effectiveness of language learning. In addition, some suggestions for effective interventions are provided.
To be allowed to write a final test, students have to achieve min 60% of the continuous assessment (=36%).
Final assessment (40%):

The final test is focused on acquired theoretical knowledge and its application to English language learning and teaching.
The final assessment reflects the level of students' comprehension of Learner-centred principles; level of their pedagogical-psychological-linguistic and analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching, to analyse and solve problems and suggest appropriate intervention.
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
Scale of assessment (preliminary/final): Continuous assessment (60%): 2 seminar papers: topics adapted to the group and their level of educational-psychological thinking (2 x 20%) Final seminar paper: "My opinions on learner-centred English language teaching (possibilities and constraints in the Slovak educational context)" (20%) In the seminar papers learners present and justify their opinions underpinned by acquired theoretical knowledge and stimuli from guided discussions in the classroom, the critical analysis of experienced teaching approaches and the introspective analysis of their impact on the effectiveness of language learning. In addition, some suggestions for effective interventions are provided. To be allowed to write a final test, students have to achieve min 60% of the continuous assessment (=36%). Final assessment (40%): The final test is focused on acquired theoretical knowledge and its application to English language learning and teaching. The final assessment reflects the level of students' comprehension of Learner-centred principles; level of their pedagogical-psychological-linguistic and analytical-critical thinking; skills to apply theoretical knowledge to the practice of foreign language teaching, to analyse and solve problems and suggest appropriate intervention.

**Learning outcomes:**
Objectives and learning outcomes:
Based on the objectives declared in the profile of a graduate, this course concentrates on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students acquire knowledge of the theoretical foundations of traditional, humanistic, and activating methods of foreign language teaching.
They know the principles of the Learner-centred approach, understand their impact on effective English language learning and teaching.
They understand the determining effect of various intra psychical and social factors on language learning and the possibilities of their modification in an educational environment.
Skills:
Students develop basic methodological skills, can analyse pedagogical situations reflecting learners ´ emotions and behaviours, from the perspective of the effectiveness of language learning.
They can analyse everyday problems in English language teaching, suggest solutions and appropriate interventions.
Competences:
Students can present, justify, and defend their opinions and attitudes.
They can work with professional texts, select, consolidate, and interpret knowledge autonomously.
They develop metacognitive strategies and awareness.

**Class syllabus:**
Course contents:
1. Humanisation of English language teaching, traditional and activating approaches – synthesizing and deepening knowledge students create the theoretical foundations of pedagogical skills and competences.
2. Principles of the Learner-centred approach:

2a. Active learning; meaningful, relevant, and personalized learning content – students activate and widen their knowledge; they introspectively analyse their learning experiences as well as the impact of (in)appropriate interventions; they discuss possible application of activating and motivating methods, tasks, and activities. They consider the determining impact of intra psychical components on language learning.
2b. Cognitive and affective domains, teacher – learners' relations, classroom atmosphere, social climate - students activate and widen their knowledge; they introspectively analyse their learning experiences as well as the impact of (in)appropriate interventions. They consider the determining impact of social components on language learning as well as the need to respect learners' individual and developmental differences.
2c. Teacher's and learners' roles – students acquire knowledge about humanistic teacher's roles as a facilitator, partner, and coach as well as learners' role of autonomous human beings responsible for their own learning. The critical analysis and comparison with traditional roles enable them to understand these roles as a base for the development of relevant skills and competences.
3. Possibilities and constraints on the applications of the Learner-centred approach in English language teaching in Slovakia – based on the synthesis of acquired knowledge, critical analysis, and comparison, students will contemplate the ways of effective application of the approach in English language teaching and of overcoming possible problems and constraints.
Teaching these topics using the methods above significantly contributes to achieving the set goals and learning outcomes listed in the profile of a graduate.

**Recommended literature:**
Compulsory readings:
LOJOVÁ, G. (2019). Učme cudzí jazyk efektívnejšie: prístup zameraný na žiaka. Bratislava: Vydavateľstvo UK.
LOJOVÁ, G. et al. (2011). Využívanie personalizácie vo vyučovaní anglického jazyka v#primárnom vzdelávaní. Bratislava: Z-F Lingua.
Recommended readings:
Humanizing language teaching http://www.hltmag.co.uk/index.htm
LOJOVÁ, G. (2017). "Application of Selected Principles of the Learner-centred Approach to English Grammar Teaching". XLinguea, vol. 10, no. 4, pp. 278–86.
NUNAN, D. (1988). The Learner-centred Curriculum. Cambridge University Press.
ROGERS, C. and FREIBERG, H. J. (1994). Freedom to Learn. New York: Macmillan.
TUDOR, I. (1996). Learner Centredness as Language Education. Oxford University Press.
WEIMER, M. (2013). Learner-Centred Teaching: Five Key Changes To Practice. Jossey Bass.
The publications are available in Slovak libraries and bookshops.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 177

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 24,29 | 0,0 | 27,68 | 15,82 | 16,38 | 8,47 | 7,34 |

**Lecturers:** prof. PhDr. Gabriela Lojová, PhD.

**Last change:** 29.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde023/22 | **Course title:**<br>Leisure time education |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class.
Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b).
Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using consultation, above

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

**Learning outcomes:**
Learning objectives and outcomes:
By completing the subject Leisure time in education, the student should:
- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a plan for an activity of interest and to be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.
Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

**Class syllabus:**
Brief outline of the course:
The Leisure time in educationis intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Leisure time in educationcourse clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.
Topics:
Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and

leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

**Recommended literature:**

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0
ZELINOVÁ, M. (2007). Hry pro rozvoj emocí a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)
Recommended reading:
JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6
ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1526

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 43,05 | 0,0 | 24,25 | 13,43 | 8,78 | 4,06 | 6,42 |

**Lecturers:** PaedDr. Eva Labudová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde023/22 | Leisure time education |

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class.
Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b).
Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using consultation, above

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

**Learning outcomes:**
Learning objectives and outcomes:
By completing the subject Leisure time in education, the student should:
- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a plan for an activity of interest and to be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.
Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

**Class syllabus:**
Brief outline of the course:
The Leisure time in educationis intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Leisure time in educationcourse clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.
Topics:
Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and

leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

**Recommended literature:**

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0
ZELINOVÁ, M. (2007). Hry pro rozvoj emocí a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)
Recommended reading:
JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6
ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1526

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 43,05 | 0,0 | 24,25 | 13,43 | 8,78 | 4,06 | 6,42 |

**Lecturers:** PaedDr. Eva Labudová, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak language and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 3

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

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

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

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

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

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

**Languages necessary to complete the course:**
Slovak language and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 3

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

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

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde033/22 | Literature and Popular Culture |

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

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, presentation of a specific work and its context = 10 hours, written analysis of a selected pop culture topic = 21 hours
Teaching methods:
Choice of basic pop culture topics, discourse analysis method, heuristic method, analysis and interpretation of literary works, dialogical methods (debate, discussion), brainstorming, critical reflection on presentations

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KAJL/B-ANGde002/22 - Introduction to the Study of Anglophone Literature

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

**Course requirements:**
Course completion requirements:
Continuous assessment (100 points/percent):
Presentation of a specific work and its context (30 points/percent)
Active participation in class discussions (10 points/percent)
Written analysis of a selected pop culture topic (60 points/percent)
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student has excellent knowledge of the basic development of pop culture and its specifics in a literary text, can independently analyse a short literary work against the background of cultural development, is able to find elements in the work related to the chosen art form, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in a broad context, has profound knowledge to use the literary text in English language teaching by using appropriate methods.

B (very good performance): The student knows the basic development of pop culture and its specifics in a literary text, can analyse a short literary work with minimal help against the background of cultural development, is mostly able to find elements in the work related to the chosen art form, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in the chosen context, has the knowledge to apply the literary text to English language instruction using appropriate methods.
C (good performance): The student knows the basic features of the development of pop culture and its specifics in a literary text, is able to analyse a short literary work against the background of cultural development with more help, is largely able to find elements in the work related to the chosen art form, with some help, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in the chosen context with minor errors, has the basic knowledge to use a literary text in English language teaching using appropriate methods with some intervention from the teacher.
D (satisfactory performance): The student knows some features of the development of popular culture and its specifics in a literary text, can analyse a short literary work against the background of cultural development with substantial help, is able to find elements in the work related to the chosen art form to a small extent, can apply his/her analysis and reasoning to a literary text and present it to the class, can interpret the work in writing in the chosen context with major errors, has some knowledge to use a literary text in English language teaching with much intervention from the teacher.
E (sufficient performance): The student knows only partial features of the development of pop culture and its specifics in a literary text, can analyse a short literary work against the background of cultural development with significant teacher support, is able to narrowly locate elements in the work related to the chosen art form, can apply his/her analysis and reasoning to a literary text and present it to the class with a great deal of help, can interpret the work in writing in the chosen context with few errors, can use his/her knowledge to apply the literary text to English language teaching by using appropriate methods with intensive support from the teacher.
FX (insufficient performance): The student lacks minimal knowledge of the development of pop culture and its specifics in a#literary text, is unable to locate texts in their cultural contexts, cannot identify elements of a#chosen art form in a given text, cannot analyse a#literary text according to given criteria, and fails to see and propose ways to apply a#literary text to English language teaching.
Scale of assessment (preliminary/final): Continuous assessment (100 points/percent): Presentation of a specific work and its context (30 points/percent) Active participation in class discussions (10 points/percent) Written analysis of a selected pop culture topic (60 points/percent)

**Learning outcomes:**
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students become familiar with thinking about the cultural context of popular literary texts and understand their specificities and development, because the contribution of contemporary themes to literary education not only develops interest in their study, but also makes education more attractive to students at the second level of primary education and throughout secondary education; through reading and analysis, students develop linguistic and reading literacy, gain knowledge of media and digital possibilities, learn about how to discuss literary texts in the classroom and how to use them in discussions based on real life issues and for the benefit of individual self-reflection.
Skills:
Students become familiar with influential works of popular culture, their media presentations and materials, can analyse and select them in relation to the teaching objectives. Students can

appropriately apply literary texts as an innovative method of learner-centred teaching to any lesson plan and relevant language level, using a variety of appropriate teaching tasks and organisational forms of teaching. Students develop analytical skills, are able to discuss independently, in pairs and in groups, and develop critical reflection on other students' presentations.
Competences:
Students are able to argue, present and defend their views and opinions, are able to critically approach written texts and think critically about basic psychological, social and cultural issues that translate not only into their own experience but also into their position as a competent, creative, culturally oriented and culturally responsive teacher of elementary and secondary education in Slovakia.

**Class syllabus:**
Course contents:
Major themes of the course: Perceptions of pop culture, transformations of pop culture and its literary examples, pop culture in postmodernism, contemporary pop culture and the internet, new literary genres and pop culture, contemporary literature and music, contemporary literature and theatre/performance, contemporary literature and computer games, instapoetry, contemporary literature and fashion/design, contemporary literature and clubs/festivals.
Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

**Recommended literature:**
Compulsory readings
HUSÁROVÁ, Z. and MONTFORT, N. (2012).#Shuffle Literature and the Hand of Fate. In: Electronic Book Review, No. 5, Vol. 19, pp. 1–12. https://electronicbookreview.com/essay/shuffle-literature-and-the-hand-of-fate
MAMBROL, N. (2018). Popular Culture. In: Literary Theory and Criticism. https://literariness.org/2018/08/17/popular-culture/
WARK, M. (1999). Celebrities, Culture and Cyberspace. London: Commerford & Miller. https://monoskop.org/images/d/de/Wark_McKenzie_Celebrities_Culture_and_Cyberspace_1999.pdf
Recommended readings
BARTHES, R. (1972). Mythologies. New York: The Noonday Press. https://soundenvironments.files.wordpress.com/2011/11/roland-barthes-mythologies.pdf
BURKE, P. (2009). Popular Culture in Early Modern Europe. Farnham: Ashgate.
RUSHKOFF, D. (1996). Media Virus! Hidden Agendas in Popular Culture. (Chapter: The Datasphere)
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

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

**Notes:**

**Past grade distribution**
Total number of evaluated students: 1

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

**Lecturers:**

| |
|---|
| **Last change:** 02.10.2023 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

**Languages necessary to complete the course:**
Spanish and Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

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

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

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

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

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

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

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

**Learning outcomes:**

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

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

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

**Languages necessary to complete the course:**
Spanish and Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde032/22 | Medial education |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession

(teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

**Class syllabus:**
Brief outline of the course:
1. Introduction to the subject: defining the basic concepts: ethics and morality.
Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.
2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.
3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.
4. Positive climate in the classroom, relationships between school climate factors.
5. Convention on the Rights of the Child.
6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

**Recommended literature:**
Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5
GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8
ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 193

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 60,1 | 0,0 | 19,69 | 8,29 | 1,55 | 0,0 | 10,36 |

**Lecturers:** PhDr. Slávka Drozdová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde032/22 | Medial education |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession

(teacher competences, ethical dilemmas in the teaching profession, etc.) and the importance of a code of ethics in this profession. The aim of the course is to highlight the importance of a favourable classroom and school climate and to work with the content of the Convention on the Rights of the Child. Using selected examples from other branches of applied ethics (bioethics, media ethics, etc.) to show the importance of the presence of a code of ethics in the professions, the possibility of using classical ethical concepts and also different alternatives in solving ethical dilemmas.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of important professional competences of future teachers by its focus and methods of education.

**Class syllabus:**
Brief outline of the course:
1. Introduction to the subject: defining the basic concepts: ethics and morality.
Ethics and professional ethics: definition of basic terms: applied ethics - sectoral division of applied ethics. Professional ethics as a part of applied ethics.
2. Professional tact and etiquette as a basis for the formation of the code of ethics of individual professions.
3. The teaching profession and the teacher's code of ethics. Status and role of the teacher. Resolving dilemmas in the teaching profession.
4. Positive climate in the classroom, relationships between school climate factors.
5. Convention on the Rights of the Child.
6. A closer definition of bioethics and its areas of interest on concrete examples, the issue of the code of ethics. Classical ethical theories and alternative methods in solving ethical dilemmas.

**Recommended literature:**
Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5
GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8
ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 193

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 60,1 | 0,0 | 19,69 | 8,29 | 1,55 | 0,0 | 10,36 |

**Lecturers:** PhDr. Slávka Drozdová, PhD., doc. PhDr. Branislav Malík, CSc.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde015/22 | Mediation Activities in Spanish Language 1. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of continuous home preparation for class, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in classroom activities during the semester and the fulfilment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to acquire basic skills of using mediation language activities in learning a foreign language.
Educational outcomes:
After successful completion of the course, the student
• acquires basic knowledge in the field of mediation activities in the learning of foreign languages,
• can apply mediation language skills to specific texts in Spanish,
• acquire basic practical skills in translating texts at a lower level of difficulty,
• acquire basic practical skills in other mediation activities, such as summarizing and reformulating the Spanish text and interpreting in normal communication situations,
• knows the basic mediation strategies,
• has developed basic learning skills,
• is able to adapt the acquired theoretical knowledge for practical use in mediation activities and propose the use of mediation activities in the teaching of a foreign language.

**Class syllabus:**
Basic practical competencies and theoretical knowledge of mediation activities in learning a foreign language.
Use of text and mediation activities in foreign language teaching.
Mediation strategies.
The translation process. Specific types of translation.
Other mediation activities in written and oral speech (summary and reformulation of text, interpretation in normal communication situations, etc.).
Application of acquired knowledge in mediation of stylistically diverse texts into Slovak. Training of mediation activities focusing on shorter-range texts.
Artistic text
Journalistic text
Professional text

**Recommended literature:**
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN80-892556-02-3. (selected chapters)
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 s. ISBN 978-80-89132-82-9. (3rd chapter, M. Dvorecký, p. 209–234)
Miesto mediačných činností v kontexte maturitnej skúšky. In: KLIMOVÁ K., MEDVECZKÁ M., ŠTRBÁKOVÁ R., TÓTH Z.: Ako efektívne vyučovať maturitné témy románskych jazykov (francúzština, španielčina, taliančina) teória a prax 2. Bratislava : Univerzita Komenského v Bratislave, 2022. ISBN 978-80-223-5539-1. s.31-38.

**Languages necessary to complete the course:**
Spanish and Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 32

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 40,63 | 0,0 | 34,38 | 15,63 | 3,13 | 6,25 | 0,0 |

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD.

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| **Last change:** 25.08.2023 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde015/22 | Mediation Activities in Spanish Language 1. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of continuous home preparation for class, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in classroom activities during the semester and the fulfilment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to acquire basic skills of using mediation language activities in learning a foreign language.
Educational outcomes:
After successful completion of the course, the student
• acquires basic knowledge in the field of mediation activities in the learning of foreign languages,
• can apply mediation language skills to specific texts in Spanish,
• acquire basic practical skills in translating texts at a lower level of difficulty,
• acquire basic practical skills in other mediation activities, such as summarizing and reformulating the Spanish text and interpreting in normal communication situations,
• knows the basic mediation strategies,
• has developed basic learning skills,
• is able to adapt the acquired theoretical knowledge for practical use in mediation activities and propose the use of mediation activities in the teaching of a foreign language.

**Class syllabus:**
Basic practical competencies and theoretical knowledge of mediation activities in learning a foreign language.
Use of text and mediation activities in foreign language teaching.
Mediation strategies.
The translation process. Specific types of translation.
Other mediation activities in written and oral speech (summary and reformulation of text, interpretation in normal communication situations, etc.).
Application of acquired knowledge in mediation of stylistically diverse texts into Slovak. Training of mediation activities focusing on shorter-range texts.
Artistic text
Journalistic text
Professional text

**Recommended literature:**
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 s. ISBN80-892556-02-3. (selected chapters)
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 s. ISBN 978-80-89132-82-9. (3rd chapter, M. Dvorecký, p. 209–234)
Miesto mediačných činností v kontexte maturitnej skúšky. In: KLIMOVÁ K., MEDVECZKÁ M., ŠTRBÁKOVÁ R., TÓTH Z.: Ako efektívne vyučovať maturitné témy románskych jazykov (francúzština, španielčina, taliančina) teória a prax 2. Bratislava : Univerzita Komenského v Bratislave, 2022. ISBN 978-80-223-5539-1. s.31-38.

**Languages necessary to complete the course:**
Spanish and Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 32

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 40,63 | 0,0 | 34,38 | 15,63 | 3,13 | 6,25 | 0,0 |

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD.

| |
|---|
| **Last change:** 25.08.2023 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde045/22 | Mediation Activities in Spanish Language 2. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of home preparation for lessons, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and the fulfilment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to deepen the basic skills of using mediation language activities in the acquisition and teaching of Spanish.
Educational outcomes:
Student after successful completion of the course
• acquired basic knowledge in the field of mediation activities in the acquisition and teaching of Spanish,
• can apply mediation language skills to various texts in Spanish,
• acquired practical skills in translating medium-range and demanding texts,
• acquire practical skills in other mediation activities, such as summarizing and reformulating the Spanish-language text and interpreting in normal communication situations,
• can use basic mediation strategies,
• can independently design simple mediation activities suitable for teaching Spanish.

**Class syllabus:**
Enhanced practical competences and theoretical knowledge of mediation activities in learning and teaching Spanish.
Use of mediation strategies in the mediation process.
Translation analysis.
Selected types of translation.
Application and exemplification of acquired knowledge in mediation of stylistically diverse texts of medium range and difficulty into Slovak.
Application of other mediation activities (summary and reformulation of texts, interpretation in normal communication situations, etc.) to texts of medium range and difficulty.

**Recommended literature:**
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
CANTERO SERENA, F. J. – DE ARRIBA GARCÍA, C. 2004. Actividades de mediación lingüística para la clase de ELE In: redELE: Revista Electrónica de Didáctica ELE. ISSN-e 1571-4667, Nº. 2, 2004. Available at: https://www.educacionyfp.gob.es/dctm/redele/Material-RedEle/Revista/2004_02/2004_redELE_2_05Cantero.pdf?documentId=0901e72b80e06a1f
MAREČKOVÁ, P. (Ne)Ztraceno v překladu: mediační úlohy v cizojazyčné výuce a jejich příprava. In: Cizí jazyky. roč. 64, č. 5. ISSN 1210-0811.
MÜGLOVÁ, D. 1996. Preklad v teórii a praxi cudzojazyčnej výučby. Nitra: VŠP. 109 s. ISBN 8080500819.

**Languages necessary to complete the course:**
Slovak language, Czech language and Spanish language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde045/22 | Mediation Activities in Spanish Language 2. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of home preparation for lessons, sub-tasks; 8 hours preparation of seminar work.
Teaching methods: interpretation, discussion on the topic discussed, interview, working with foreign text, translation, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 2

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons during the semester and the fulfilment of ongoing tasks aimed at practicing mediation activities (translation, summary and reformulating of text, preparation for interpretation in normal communication situations) and tasks related to the use of such texts in foreign language teaching. Active performance in lessons and participation in discussion of the solutions developed are evaluated. For the performance of these tasks, the student can earn 60 points. The remaining 40 points are earned by the student for the preparation of seminar work according to the assignment of the teachers. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand over the intended seminar work.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to deepen the basic skills of using mediation language activities in the acquisition and teaching of Spanish.
Educational outcomes:
Student after successful completion of the course
• acquired basic knowledge in the field of mediation activities in the acquisition and teaching of Spanish,
• can apply mediation language skills to various texts in Spanish,
• acquired practical skills in translating medium-range and demanding texts,
• acquire practical skills in other mediation activities, such as summarizing and reformulating the Spanish-language text and interpreting in normal communication situations,
• can use basic mediation strategies,
• can independently design simple mediation activities suitable for teaching Spanish.

**Class syllabus:**
Enhanced practical competences and theoretical knowledge of mediation activities in learning and teaching Spanish.
Use of mediation strategies in the mediation process.
Translation analysis.
Selected types of translation.
Application and exemplification of acquired knowledge in mediation of stylistically diverse texts of medium range and difficulty into Slovak.
Application of other mediation activities (summary and reformulation of texts, interpretation in normal communication situations, etc.) to texts of medium range and difficulty.

**Recommended literature:**
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade“. In: Philologica: studia romanistica. Bratislava: Univerzita Komenského, 2012, s. 33–41. ISBN 978-80-223-3256-9.
CANTERO SERENA, F. J. – DE ARRIBA GARCÍA, C. 2004. Actividades de mediación lingüística para la clase de ELE In: redELE: Revista Electrónica de Didáctica ELE. ISSN-e 1571-4667, Nº. 2, 2004. Available at: https://www.educacionyfp.gob.es/dctm/redele/Material-RedEle/Revista/2004_02/2004_redELE_2_05Cantero.pdf?documentId=0901e72b80e06a1f
MAREČKOVÁ, P. (Ne)Ztraceno v překladu: mediační úlohy v cizojazyčné výuce a jejich příprava. In: Cizí jazyky. roč. 64, č. 5. ISSN 1210-0811.
MÜGLOVÁ, D. 1996. Preklad v teórii a praxi cudzojazyčnej výučby. Nitra: VŠP. 109 s. ISBN 8080500819.

**Languages necessary to complete the course:**
Slovak language, Czech language and Spanish language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde012/22 | Methodology of Professional Text Writing |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: lecture and seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 20 hours of ongoing written tasks on individual topics and home preparation for class, 8 hours finalization of the final project of bachelor's work.
Teaching methods: lecturing, interpretation, discussion on the topic discussed, working with the professional text, critical analysis of texts, problem solving of tasks, written works, managed self-study, e-learning.

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be awarded credits 100% based on the performance of ongoing tasks. The condition for successful completion of the course is active participation in classroom activities during the semester – 10% and the fulfilment of ongoing tasks on individual topics according to the curriculum, consisting in the training of various components of professional style texts and in the analysis of professional texts in Slovak and Spanish/Italian – 60 %. Based on feedback on partial tasks from teachers, the student completes the bachelor's final work project, which accounts for 30% of the evaluation.
The evaluation takes into account the student's ability to apply the methodology of writing specialized text when creating his/her own texts and the precision in observing the rules of professional style. Credits will not be awarded to a student who does not perform ongoing tasks and does not hand them over within the specified time limit.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to improve the quality of written expression in a professional style in order to prepare students for writing a bachelor's final work, adopting the principles of academic ethics in writing professional works and quotation techniques.

Educational outcomes:

Student after successful completion of the course

• has adopted ethical principles of working with resources and writing specialized professional texts,

• be able to select, analyze and thoroughly examine the sources of information used,

• can quote (both literally and paraphrasing) printed and electronic information sources in accordance with the chosen quotation technique,

• can draw up a list of bibliography in accordance with the current standard, taking into account the specificities of the Spanish language,

• is able to apply knowledge in practice and create a cohesion and coherent professional text from his specialization in both Slovak and Spanish/Italian.

Completion of the course contributes to the achievement of competences such as: the ability to analyze and synthesis, the ability to plan and organize their studies, the ability to search, select and process relevant information, etc.

**Class syllabus:**

• Professional communication - style and its specifics. Lexical and morphosyntactic properties of the professional style. Specific features of the professional style of Spanish/Italian-language texts.

• Types of professional texts. Typology of information sources used in the final works.

• Stages in the creation of professional work and text writing. Work schedule.

• Ethical principles of writing and publishing professional texts.

• Quotation methods, quote and paraphrase.

• Creating a list of bibliographic references.

• Latin abbreviations used in quotation.

• Writing abstract and résumé, creating synthesis of studied materials.

• Text structure, cohesion, and text coherence.

• Training in writing professional texts in Spanish/Italian/Slovak.

• Guidelines on the creation and formal regulation of bachelor thesis. Bachelor´s thesis project.

**Recommended literature:**

GAVORA, P. – KOLLÁRIKOVÁ, Z. – NOVÁKOVÁ, E. 2010. Manuál pre tvorbu bakalárskej a diplomovej práce. Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta, aktualizácia 2010.

KIMLIČKA, Š. 2006. Metodika písania vysokoškolských a kvalifikačných prác. Bratislava: Univerzita Komenského, 2006. 58 s.

MEŠKO, D. – KATUŠČÁK, D. a kol. 2004. Akademická príručka. Martin: Osveta, 2004. 316 s. ISBN 8080631506.

VP n. 7/2018 Smernica rektora UK (Directive of the Rector of Comenius University). VP n. 12/2013 Smernice rektora UK o základných náležitostiach záverečných prác, rigoróznych prác a habilitačných prác, kontrole ich originality, uchovávaní a sprístupňovaní na UK v znení dodatku č. 1 a 2. (Directive of the Rector of Comenius University - requirements for final theses concerning various degrees)

**Languages necessary to complete the course:**

Slovak and Italian or Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 90

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 57,78 | 0,0 | 27,78 | 10,0 | 1,11 | 1,11 | 2,22 |

**Lecturers:** Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mojmír Malovecký, PhD.

**Last change:** 29.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde031/22 | Methodology of Teaching Plurilingualism in EU Countries |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 0.5 hours to fill in the diary after each seminar for self-evaluation, self-reflection and seminar evaluation = 5.5 hours
11 x 2 continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion = 22 hours
1 x 25.5 preparation of multilingual activities for modelling
Teaching methods:
short presentations, brainstorming, interview, group discussion, case studies, modelling

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature (short presentations, suggestions for discussion, reflections on the connection of theory and practice, etc.). Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (66% of the evaluation). Once during the semester, students create material for model teaching using multilingual approaches. Model teaching is evaluated by seminar participants and teachers (34% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

The final evaluation reflects the level of insight of the graduate in the themes of plurilinguism and multilingualism, the ability to work with professional literature and to discern the didactic implications of scientific studies; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: the graduate focuses on an excellent level in the complex theme of plurilinguism and multilingualism, has a detailed overview of selected studies and their didactic implications, knows selected Council of Europe documents analyzed during the seminar. In discussions, he can argue clearly and logically, support his argumentation with scientific knowledge, which he will link to his/her own experience, and use the relevant conceptual apparatus. In modelling, it is clear that it was prepared on the basis of the knowledge gained during the seminar and by linking it to their own experience.
Very good: the graduate focuses on a very good level in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. Most of the time, he/she can argue clearly and logically, but sometimes he/she shows less uncertainty. The link between his/her arguments and scientific studies is not always transparent, but the graduate's responses to clarifying questions reflect the theoretical anchoring of his reasoning. Modelling is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates only minor shortcomings (e.g. less connectivity with one's own experience or less presence of individual elements).
Good: the graduate is orientated in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. He/she is able to actively engage in discussions, but his arguments and responses to clarifying questions reflect less interconnectedness with the literature studied. Model teaching is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates partial shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material).
Satisfactory: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows some of the selected Council of Europe documents analyzed during the seminar. He/she is less active in discussions, his/her reasoning and responses to clarifying questions reflect less interconnectedness with the literature studied, more often based on his/her own experience and general knowledge. Linking this experience and knowledge with the knowledge gained during the seminar and self-study is not always transparent. Model teaching is prepared based on the knowledge and skills acquired during the seminar, but demonstrates shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material without adaptation to the target audience).
Sufficient: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has a basic overview of selected studies and their didactic implications, he/she is sufficiently familiar with some of the selected Council of Europe documents analyzed during the seminar. He/she participates less actively in discussions, his/her arguments and responses to clarifying questions reflect less interconnectedness with the literature studied, rather based on his/her own experience and general knowledge, which are not always revised on the basis of the knowledge gained during the seminar and self-study. Model learning is prepared on the basis of the knowledge and skills acquired during the seminar, but demonstrates various shortcomings (e.g. less creativity and own ideas, increased tendency to take over finished teaching material without adaptation for the target audience, less internal consistency).

**Learning outcomes:**

Objectives of education: to provide an introduction to the theme of multilingualism in relation to language teaching, to get familiar with basic knowledge of multilingualism (e.g. theoretical definitions such as the first language, the second language and the third language, the concept of a dominant linguistic constellation, psycholinguistic studies on the acquisition of third languages, the concept of pluralistic competence), to raise graduates' awareness of the importance of multilingualism, which is at the heart of European language policy, to give an overview of multilingual approaches in language teaching.
Educational outcomes: Graduates of the subject acquire knowledge of the theoretical conceptualisation of multilingualism, the impact and implications of multilingualism on language teaching, the importance of multilingualism in European language policy; develop a skill to orientate itself in the diversity of teaching methods and multilingual approaches to language teaching and learning, and a skill to apply these methods and approaches in practice, also on the basis of the practical experience gained in this seminar. The theoretical and didactic competencies acquired will allow graduates to adapt language teaching to the diverse needs of multilingual learners.

**Class syllabus:**
Block 1: linguistic diversity and language learning (theoretical definitions of basic terms such as first language, second language, third languages, dominant linguistic constellation, multilingualism, plurilinguism, concept of plurilingual competence).
Block 2: multilingualism as a central element of European language policy (Council of Europe Recommendations on a comprehensive approach to language teaching and learning, plurilingual and pluricultural competence in the CEFR, FREPA framework).
Block 3: psycholinguistic studies on multilingualism (M-factor concept, importance of metallisive and cross-linguistic awareness, positive impact of multilingualism on cognitive processes).
Block 4: multilingualism and education: multilingual approaches to language teaching and learning (e.g. language awakening, integrated language approach, understanding between related languages, an approach developing pluricultural competence, translanguaging as a pedagogical approach, attractions and inspirational examples in research and practice).

**Recommended literature:**
Current resources from the EC and domestic institutions from research in education.
Council of Europe. 2020. Common European Framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors. Strasbourg, France: Council of Europe. 235 pp.
DUCHOŇOVÁ, Z. 2014. Viacjazyčnosť vo vyučovaní na základných školách. Bratislava: Mpc: metodicko-pedagogické centrum. 72 s. ISBN: 978-80-565-0009-5.
EURÓPSKA KOMISIA: Zjednotení v rozmanitosti. Brusel, 2015 (pdf document)
GRIMA A. C., CANDELIER M., CASTELLOTTI V., LŐRINCZ I., MEIßNER F.-J., MOLINIÉ M., NOGUEROL A., PIETRO J.-F. DE, SCHRÖDER-SURA A. 2012. FREPA: A Framework of reference for pluralistic approaches to languages and cultures - Competences and resources, Council of Europe Publishing, Strasbourg. ISBN: 978-92-871-7173-3.
SCHWARZER, D., ACOSTA, Ch. 2014. Two Activities for Multilingual Students Learning in Monolingual Classrooms, Journal of Multilingual Education, 5, 93-110. URL: http://fordham.bepress.com/jmer/vol5/iss1/6
VETTER, E., JESSNER, U. (eds) International Research on Multilingualism: Breaking with the Monolingual Perspective. Multilingual Education, vol 35. Springer, Cham. 254 s. ISBN:978-3-030-21382-4 https://doi.org/10.1007/978-3-030-21380-0_13

**Languages necessary to complete the course:**
Slovak language, English language (passive)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 16

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 87,5 | 0,0 | 6,25 | 0,0 | 0,0 | 0,0 | 6,25 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ROMde031/22 | Methodology of Teaching Plurilingualism in EU Countries |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload:
11 x 2 hours of in-person teaching = 22 hours
11 x 0.5 hours to fill in the diary after each seminar for self-evaluation, self-reflection and seminar evaluation = 5.5 hours
11 x 2 continuous home preparation for teaching, self-study, critical analysis of scientific and scientific literature, preparation of suggestions for discussion = 22 hours
1 x 25.5 preparation of multilingual activities for modelling
Teaching methods:
short presentations, brainstorming, interview, group discussion, case studies, modelling

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Interim evaluation:
Students will prepare for each seminar by studying selected articles and chapters of recommended literature (short presentations, suggestions for discussion, reflections on the connection of theory and practice, etc.). Their work on individual seminars will be evaluated on the basis of self-reflection through the diary of the learner, who will be submitted after each seminar via an online form, and feedback from the teacher (66% of the evaluation). Once during the semester, students create material for model teaching using multilingual approaches. Model teaching is evaluated by seminar participants and teachers (34% of the evaluation).
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

The final evaluation reflects the level of insight of the graduate in the themes of plurilinguism and multilingualism, the ability to work with professional literature and to discern the didactic implications of scientific studies; the level of analytical and critical thinking and reasoning; the ability to apply theoretical knowledge to their professional experience; competence to use knowledge for their personal and professional development.
Excellent: the graduate focuses on an excellent level in the complex theme of plurilinguism and multilingualism, has a detailed overview of selected studies and their didactic implications, knows selected Council of Europe documents analyzed during the seminar. In discussions, he can argue clearly and logically, support his argumentation with scientific knowledge, which he will link to his/her own experience, and use the relevant conceptual apparatus. In modelling, it is clear that it was prepared on the basis of the knowledge gained during the seminar and by linking it to their own experience.
Very good: the graduate focuses on a very good level in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. Most of the time, he/she can argue clearly and logically, but sometimes he/she shows less uncertainty. The link between his/her arguments and scientific studies is not always transparent, but the graduate's responses to clarifying questions reflect the theoretical anchoring of his reasoning. Modelling is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates only minor shortcomings (e.g. less connectivity with one's own experience or less presence of individual elements).
Good: the graduate is orientated in the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows the selected documents of the Council of Europe analyzed during the seminar. He/she is able to actively engage in discussions, but his arguments and responses to clarifying questions reflect less interconnectedness with the literature studied. Model teaching is prepared on the basis of the knowledge and skills acquired during the seminar and demonstrates partial shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material).
Satisfactory: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has an overview of selected studies and their didactic implications, knows some of the selected Council of Europe documents analyzed during the seminar. He/she is less active in discussions, his/her reasoning and responses to clarifying questions reflect less interconnectedness with the literature studied, more often based on his/her own experience and general knowledge. Linking this experience and knowledge with the knowledge gained during the seminar and self-study is not always transparent. Model teaching is prepared based on the knowledge and skills acquired during the seminar, but demonstrates shortcomings (e.g. less creativity and own ideas, increased tendency to take on finished teaching material without adaptation to the target audience).
Sufficient: the graduate is sufficiently focused on the complex theme of plurilinguism and multilingualism, has a basic overview of selected studies and their didactic implications, he/she is sufficiently familiar with some of the selected Council of Europe documents analyzed during the seminar. He/she participates less actively in discussions, his/her arguments and responses to clarifying questions reflect less interconnectedness with the literature studied, rather based on his/her own experience and general knowledge, which are not always revised on the basis of the knowledge gained during the seminar and self-study. Model learning is prepared on the basis of the knowledge and skills acquired during the seminar, but demonstrates various shortcomings (e.g. less creativity and own ideas, increased tendency to take over finished teaching material without adaptation for the target audience, less internal consistency).

**Learning outcomes:**

Objectives of education: to provide an introduction to the theme of multilingualism in relation to language teaching, to get familiar with basic knowledge of multilingualism (e.g. theoretical definitions such as the first language, the second language and the third language, the concept of a dominant linguistic constellation, psycholinguistic studies on the acquisition of third languages, the concept of pluralistic competence), to raise graduates' awareness of the importance of multilingualism, which is at the heart of European language policy, to give an overview of multilingual approaches in language teaching.
Educational outcomes: Graduates of the subject acquire knowledge of the theoretical conceptualisation of multilingualism, the impact and implications of multilingualism on language teaching, the importance of multilingualism in European language policy; develop a skill to orientate itself in the diversity of teaching methods and multilingual approaches to language teaching and learning, and a skill to apply these methods and approaches in practice, also on the basis of the practical experience gained in this seminar. The theoretical and didactic competencies acquired will allow graduates to adapt language teaching to the diverse needs of multilingual learners.

**Class syllabus:**
Block 1: linguistic diversity and language learning (theoretical definitions of basic terms such as first language, second language, third languages, dominant linguistic constellation, multilingualism, plurilinguism, concept of plurilingual competence).
Block 2: multilingualism as a central element of European language policy (Council of Europe Recommendations on a comprehensive approach to language teaching and learning, plurilingual and pluricultural competence in the CEFR, FREPA framework).
Block 3: psycholinguistic studies on multilingualism (M-factor concept, importance of metallisive and cross-linguistic awareness, positive impact of multilingualism on cognitive processes).
Block 4: multilingualism and education: multilingual approaches to language teaching and learning (e.g. language awakening, integrated language approach, understanding between related languages, an approach developing pluricultural competence, translanguaging as a pedagogical approach, attractions and inspirational examples in research and practice).

**Recommended literature:**
Current resources from the EC and domestic institutions from research in education.
Council of Europe. 2020. Common European Framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors. Strasbourg, France: Council of Europe. 235 pp.
DUCHOŇOVÁ, Z. 2014. Viacjazyčnosť vo vyučovaní na základných školách. Bratislava: Mpc: metodicko-pedagogické centrum. 72 s. ISBN: 978-80-565-0009-5.
EURÓPSKA KOMISIA: Zjednotení v rozmanitosti. Brusel, 2015 (pdf document)
GRIMA A. C., CANDELIER M., CASTELLOTTI V., LŐRINCZ I., MEIßNER F.-J., MOLINIÉ M., NOGUEROL A., PIETRO J.-F. DE, SCHRÖDER-SURA A. 2012. FREPA: A Framework of reference for pluralistic approaches to languages and cultures - Competences and resources, Council of Europe Publishing, Strasbourg. ISBN: 978-92-871-7173-3.
SCHWARZER, D., ACOSTA, Ch. 2014. Two Activities for Multilingual Students Learning in Monolingual Classrooms, Journal of Multilingual Education, 5, 93-110. URL: http://fordham.bepress.com/jmer/vol5/iss1/6
VETTER, E., JESSNER, U. (eds) International Research on Multilingualism: Breaking with the Monolingual Perspective. Multilingual Education, vol 35. Springer, Cham. 254 s. ISBN:978-3-030-21382-4 https://doi.org/10.1007/978-3-030-21380-0_13

**Languages necessary to complete the course:**
Slovak language, English language (passive)

**Notes:**

**Past grade distribution**
Total number of evaluated students: 16

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 87,5 | 0,0 | 6,25 | 0,0 | 0,0 | 0,0 | 6,25 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KAJL/B-ANGde010/22 | **Course title:**<br>Methodology of Writing Professional Texts in English |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Type, volume, methods and workload of the student - additional information**<br>Type of activities, scope (number of hours) and methods of educational activities:<br>Form of teaching: 2S<br>Teaching mode: in-person, combined<br>Scope (number of hours): 2 per week, 22 per semester<br>Student workload: 50 hours in total<br>Classes = 22 hours (11x2), 8 hours of home preparation, 10 hours of working on short written assignments, 10 hours of writing a final written assignment<br>Teaching methods:<br>Monological (brief explanation, instruction), dialogical (polemic, debate, discussion, colloquium), presentation of own views and attitudes, mind games, mind maps, written practical methods, work with text, study of professional text, critical analysis | |
| **Number of credits:** 2 | |
| **Recommended semester:** 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>none | |
| **Course requirements:**<br>Course completion requirements:<br>Class attendance (maximum of 3 excused absences) is a prerequisite for being assigned the final grade.<br>Continuous assessment (50 percent):<br>Short written assignments (up to 500 words) on specified topics<br>Final assessment (50 percent):<br>Final written work on the assigned topic of approximately 500–700 words<br>Grading: 100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX<br>A (excellent performance): The student can perform the assigned tasks and elaborate the assignments independently and correctly. The student commands a rich vocabulary at the B2-C1 CEFR level and employs it creatively; can structure a text logically from paragraph to whole. The student cites sources, quotes and paraphrases correctly; writes a complete academic text on a given topic independently and correctly; can make a good use of a large variety of different devices typical | |

of a professional text. The student formulates research objectives and research questions on a given topic without instructor's assistance.
B (very good performance): The student can perform the tasks and develop assignments independently, errors are scarce. The student commands a rich vocabulary at the B2-C1 CEFR level and employs it creatively; can structure a text logically from a paragraph to a whole. The student constructs a complete professional text on a given topic correctly and almost independently, cites sources, quotes and paraphrases correctly with minimal help from the teacher. The student can make suitable use of a large variety of devices of a professional text. The student formulates research objectives and research questions on a given topic with minimal assistance from the teacher
C (good performance): The student can perform the tasks and produce assignments almost independently, although with few errors. The student commands an average vocabulary at the B2-C1 CEFR level and can structure a text logically from the paragraph to the whole with the help of the teacher. The student makes minor errors in the structure of an academic text on a given topic, correctly cites sources used, quotes, paraphrases, but with teacher’s help and formulates research objectives and research questions on a given topic with the teacher's assistance.
D (satisfactory performance): The student can perform the assigned tasks and produce assignments with errors that do not affect the overall understanding of the text. The student commands an average vocabulary at the B2-C1 CEFR level. The student is acquainted with the structure and logics of the sequencing of an academic English text, but only with the teacher's help can be this knowledge applied creatively in the production of their own text. The student makes mistakes in the structure of a professional text on a given topic and relies on teacher’s help to cite, quote and paraphrase the sources. The student formulates research objectives and research questions on a given topic with the teacher's assistance.
E (sufficient performance): The student can perform the assigned tasks and produce assignments with errors that do not affect the overall understanding of the text. The student commands a sufficient vocabulary at B2-C1 CEFR level. The student is acquainted with theoretical knowledge of the structure and the logics of the sequencing of a professional English text, but only with teacher’s help can the student apply this knowledge in the production of their own text. The student makes minor mistakes in citing sources, when quoting and paraphrasing, the student is reliant on teacher’s assistance. Mistakes in the structure of a professional text on a given topic are present. The student can formulate research objectives and research questions on a given topic, relying on learned procedures.
Scale of assessment (preliminary/final): Continuous assessment (50 percent): Short written assignments (up to 500 words) on specified topics Final assessment (50 percent): Final written work on the assigned topic of approximately 500–700 words

**Learning outcomes:**
Objectives and learning outcomes:
Based on the objectives declared in the profile of a#graduate, this course aims for the student to develop the following knowledge, skills, and competences:
Knowledge:
Upon successful completion of this course, the student:
- knows the differences between formal and informal expression, understands the principles of formal expression in writing.
- knows, at the required level, the formal requirements of a professional text, can distinguish between a professional text and other types of written text, and knows what formal matters are necessary for this type of text.
- knows the formal differences between English and Slovak professional texts.
Skills:
Upon successful completion of this course, the student:

- will have actively learned the whole process of writing a professional text;
- will be able to analyse model professional texts and has actively learned key structures,
- will understand the nature of formal style and can distinguish between formal and informal modes of written expression;
- will have gradually developed skills from writing a paragraph to producing a logically structured cohesive whole;
- will be able to express themselves at the appropriate language level B2-C1 of the CEFR.
Competences:
Upon successful completion of this course, the student:
- will have improved their expressive skills, will be able to critically evaluate their own work;
- will emphasizes their own critical thinking, will be able to analyse the implications of word choice, structures, and techniques used in the creation of a text;
- will be able to plan and logically structure a professional text, demonstrate argumentative skills in English and competence to collaborate and solve tasks in a team in the production of joint creative outputs.

**Class syllabus:**
Course contents:
Main themes of the course: The professional text: types, procedures, ethics, plagiarism. Synthesis and paraphrasing. Punctuation in professional text. Citation and citation of sources. Organisation of the text. Research objectives and research questions. Hypotheses. Theoretical framework of students' works. Abstract and introduction. Research and empirical part of the thesis. Discussion. Conclusion. Resume.
The student will develop the skill of formal and informal writing in English, focusing on mastering the characteristic features of English writing and realizing the negative transfer from the native language. By synthesising the rules for writing a professional work, they will gradually produce their own professional work at the required B2-C1 CEFR level, and will be able to plan and organise the procedures for producing professional work at that level independently. The student applies theoretical knowledge in the creative process of text production. The course combines a process approach to writing in which the student engages invention, comparison, editing with a pragmatic approach to teaching the fundamentals of writing (precise instruction in writing key sentences, statements).

**Recommended literature:**
Compulsory readings:
BOJO, P. (2019). Methodology of Writing Research Texts. Bratislava: Z-F Lingua.
Recommended readings:
(selected chapters according to the teacher's instructions)
BAILY, S. (2003). Academic Writing. London: Nelson Thornes.
BAILEY, S. (2011). Academic Writing: A#Handbook for International Students. London: Routledge.
GLENDINNING, E. H. and HOLSTRÖM, B. (2004). Study Reading: A#Course in Reading Skills for Academic Purposes. Cambridge University Press.
MEYERS, A. (2014). Essays to Research Papers. Harlow: Pearson Longman.
O'DELL, F. and BROADHEAD, A. (2008). Objective CAE. Cambridge University Press.
The sources are available in Slovak bookstores and libraries.

**Languages necessary to complete the course:**
English, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 290

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 39,31 | 0,0 | 32,07 | 12,41 | 8,28 | 5,52 | 2,41 |

**Lecturers:** PaedDr. Peter Bojo, PhD.

**Last change:** 27.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde033/22 | Multicultural education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects:
Prerequisites for successful completion of the course:
Weighting of interim and final assessment: 100/0, the course ends with an assessment.
Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment.
Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure:
a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme).
b. Target group of the activity (for which pupils it could be used).
c. Time and space (how long it would take, any special space requirements).
d. Activity flow (a brief scenario of how the student would carry it out).
e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.).
f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory).
g. Literature used.
The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level.
B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.
D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.
E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.
Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.
Learning objectives:
To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education.

**Class syllabus:**

Brief outline of the course:
The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

**Recommended literature:**

Recommended reading:
Compulsory reading:
MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2
MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6
Recommended reading:
KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)
KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4
MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5
PRŮCHA. J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2
VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: PdF UMB. ISBN 978-80-557-0512-5

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 95

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 72,63 | 0,0 | 16,84 | 7,37 | 0,0 | 0,0 | 3,16 |

**Lecturers:** Mgr. Lucia Hlavatá, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde033/22 | Multicultural education |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects:
Prerequisites for successful completion of the course:
Weighting of interim and final assessment: 100/0, the course ends with an assessment.
Students will develop two interim activities/projects as part of the interim coursework assessed at 40% and 40%. Activity and preparation in seminars is assessed (20%). A total of 100% of the interim assessment.
Students will choose one of the activities, work it systematically and develop it into a comprehensive lesson preparation according to this structure:
a. Objectives of the activity (what skills and abilities it develops - students will choose an appropriate topic according to their apprenticeship, where they will be able to apply the activity as a cross-cutting theme).
b. Target group of the activity (for which pupils it could be used).
c. Time and space (how long it would take, any special space requirements).
d. Activity flow (a brief scenario of how the student would carry it out).
e. Evaluation of the activity (different ways of assessing pupils, self-assessment, etc.).
f. Theoretical perspective on the activity (interpretation of the activity based on at least three key words from multicultural education theory).
g. Literature used.
The evaluation will assess the fulfilment of the principles of multicultural education, the suitability of the activity for teaching within the cross-cutting theme of multicultural education, the systematic nature of the preparation and the interconnectedness of its components. Negative evaluations are given to projects that could reinforce stereotypes and prejudices among pupils or in which students present stereotypical views of other cultures.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), students will produce an original project that is thought through as a coherent whole to develop intercultural understanding, all criteria are met at an excellent level.
B (90-81%, very good - above average standard), students creatively develop a project that will assist in developing intercultural understanding, Criteria are met at a very good level.

C (80-73%, good - normal reliable work), students will produce a project that does not undermine the principles of multicultural education, Criteria are met at a good level.
D (72-66%, satisfactory - acceptable results), students will develop a project that is not internally intertwined but does not violate the principles of multicultural education, the criteria are met satisfactorily.
E (65-60%, sufficient - results meet minimum criteria), students will develop a project that marginally undermines the principles of multicultural education, Criteria are met sufficiently.
Fx (59-0%, insufficient - extra work required), students will develop a project that promotes cultural stereotypes and biases. The project does not meet the minimum criteria.

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students understand the principles and practices of multicultural education. They know how to work with stereotypes and prejudices in the classroom. They can plan and design multicultural education and integrate it as a cross-curricular topic in the classroom. They develop intercultural understanding. They master the main didactical procedures for the implementation of multicultural education as a cross-cutting theme.
Learning objectives:
To provide students with the basic information needed to understand the principles of multicultural education as a cross-cutting theme in the national curriculum. To teach students how to work with the issue of stereotypes and prejudices, to teach them how to plan and design multicultural education in schools as a cross-cutting theme. To familiarize students with the basic didactic practices in the implementation of multicultural education in education.

**Class syllabus:**

Brief outline of the course:
The problem facing multicultural education - stereotypes and prejudices in us. Encountering another culture. Culture shock. How we get information about other cultures. How to cope with the arrival of foreigners. What we think about intercultural communication. Migration and values in multicultural education. How to proceed in multicultural education. Assessment in multicultural education.

**Recommended literature:**

Recommended reading:
Compulsory reading:
MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava : Nadácia otvorenej spoločnosti. ISBN 978-80-969271-4-2
MISTRÍK, E. a kol. 2006: Multi-kulti-na školách. Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku. ISBN 80-89008-21-6
Recommended reading:
KASÍKOVÁ, H. a kol. (2003). Interkulturní výchova a vzdělávání: efektivní metody a formy. Praha : FF UK. (bez ISBN)
KOMINAREC, I. – KOMINARECOVÁ, E. (2009). Multikulturalita a komunikácia. Prešov : PO. ISBN 978-80-555-0061-4
MISTRÍK, E. (2008). Multikultúrna výchova. In: Školské vzdelávacie programy. Praktický manuál pre zostavenie vlastného školského vzdelávacieho programu. 3. E1. Bratislava : RAABE. ISBN 978-80-89182-27-5
PRŮCHA. J. (2006). Multikulturní výchova. Praha : Triton. ISBN 80-7254-866-2
VANČÍKOVÁ, K. (2013). Multikultúrna výchova, jej miesto v súčasnej škole. Banská Bystrica: PdF UMB. ISBN 978-80-557-0512-5

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 95

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 72,63 | 0,0 | 16,84 | 7,37 | 0,0 | 0,0 | 3,16 |

**Lecturers:** Mgr. Lucia Hlavatá, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde020/22 | Pathopsychology for teachers |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 149

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,35 | 0,0 | 34,9 | 5,37 | 0,0 | 1,34 | 6,04 |

**Lecturers:**

**Last change:** 22.04.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde020/22 | Pathopsychology for teachers |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 149

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 52,35 | 0,0 | 34,9 | 5,37 | 0,0 | 1,34 | 6,04 |

**Lecturers:**

**Last change:** 22.04.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde028/22 | **Course title:**<br>Pedagogy of individuals with special educational needs |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 1., 3., 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

**Class syllabus:**
Brief outline of the course:
General foundations and terminological definition of special education.
Definition of basic terms in special education.
Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).
Specifics of education and support measures for children and pupils with SEN according to individual categories:
pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.
Educational programmes and individual educational programme for pupils with SEN.
The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

**Recommended literature:**

Compulsory reading:
LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.
VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf
VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/intelektove-nadanie.pdf
Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav
Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky
Recommended literature
BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
HARČARÍKOVA, T. (eds.),2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.
FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.
Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.
RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.
SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.
ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.
TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.
VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.
ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 165

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 18,18 | 0,0 | 37,58 | 24,24 | 10,91 | 3,64 | 5,45 |

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde028/22 | **Course title:**<br>Pedagogy of individuals with special educational needs |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).

The rating is awarded on a scale:

A (100-91%, excellent - excellent results with only minimal errors),

B (90-81%, very good - above average results with minor errors),

C (80-73%, good - normal reliable work, average results),

D (72-66%, satisfactory - acceptable results, but significant errors occur),

E (65-60%, sufficient - results meet minimum criteria),

Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

**Class syllabus:**
Brief outline of the course:
General foundations and terminological definition of special education.
Definition of basic terms in special education.
Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).
Specifics of education and support measures for children and pupils with SEN according to individual categories:
pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.
Educational programmes and individual educational programme for pupils with SEN.
The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

**Recommended literature:**

Compulsory reading:
LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.
VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf
VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/intelektove-nadanie.pdf
Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav
Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky
Recommended literature
BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
HARČARÍKOVA, T. (eds.),2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.
FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.
Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.
RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.
SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.
ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.
TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.
VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.
ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**

**Past grade distribution**
Total number of evaluated students: 165

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 18,18 | 0,0 | 37,58 | 24,24 | 10,91 | 3,64 | 5,45 |

**Lecturers:** Mgr. Vladimíra Zemančíková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde006/22 | Phonetics and Phonology of English Language |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, hybrid
Scope (number of hours): 2 per week, 22 per semester
Student workload: 80 hours in total
In-class teaching = 22 h, continuous out-of-class preparation (revising + homework) = 11 h, word transcription = 9h, word pronunciation presentation = 9h, pronunciation of text = 9 h, transcription of short sentences = 7h, theoretical test preparation = 13 h
Teaching methods:
Concise explanation/description of the subject matter, individual and group pronunciation practice, pair-work, transcription of words and short sentences, listening to recordings, didactic games, using audio-visual technology to teach English pronunciation, perception and imitation of correct pronunciation, correction of fossilized mispronunciations, peer analysis and evaluation, building strategies for the practicing of correct pronunciation

**Number of credits:** 3

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:** PdF.KAJL/B-ANGde001/22 - Introduction to the Study of the English Language

**Recommended prerequisites:**
B-ANGde001 Introduction to the Study of the English Language

**Course requirements:**
Course completion requirements:
The student is allowed to take part in Final assessment only if his/her attendance has been satisfactory (3 absences maximum; special cases of longer periods of absence will be dealt with individually), and only when he/she has done all Continuous tests and tasks, whatever the results.
The student is entitled to an alternative date of the mid-term assessment (if he/she has not attended the assessment for medical or other serious reasons). The student is not entitled to a re-sit of the transcription of 20 English words, but has the option of submitting a re-recorded version 50 English words.
Attendance in class (maximum of 3 authorized absences, or depending on the situation) and taking part in the midterm assessment (with any result) are the requirements for taking the final exam.
Continuous assessment (40%):

Transcription of words (20%)
Word pronunciation presentation (20 %)
Final assessment (60%):
Text pronunciation presentation (20%)
Transcription of short sentences (15%)
Theoretical test (25%)
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student can correctly pronounce English speech sounds and words, student makes almost no mistakes while reading a familiar continuous text, student uses word stress and sentence stress correctly, correctly transcribes words and short sentences, his/her pronunciation is fully intelligible, student has acquired broad theoretical knowledge of phonetics and phonology.
B (very good performance): The student in most cases pronounces English speech sounds and words correctly, makes only minor pronunciation mistakes when reading a familiar continuous text, can use word and sentence stress correctly, transcribes words and short sentences with only minor errors, his/her pronunciation is fully intelligible, he/she has acquired the necessary knowledge of phonetics and phonology.
C (good, reliable performance): The student has sufficiently mastered the pronunciation of English speech sounds and words, when reading a familiar continuous text, he/she makes occasional pronunciation errors, in some cases cannot use word and sentence stress correctly, he/she transcribes words and short sentences with minor mistakes, his/her pronunciation is intelligible, but bears slight signs of a foreign accent, he has mastered the theoretical phonetic-phonological knowledge;
D (satisfactory performance): The student has satisfactorily mastered the pronunciation of English vowels and words, makes pronunciation errors when reading a familiar continuous text, cannot always use word and sentence accents correctly, transcribes words and short sentences with errors, his pronunciation is understandable, but he bears signs of a foreign accent, has sufficiently mastered the theoretical knowledge of phonetics and phonology.
E (sufficient performance): The student has sufficiently mastered the pronunciation of basic English speech sounds and words, makes pronunciation errors when reading a familiar continuous text, but these do not impede comprehension, sometimes he/she cannot use sentence stress correctly, transcribes words and short sentences with many errors, but can correct these errors with the help of a dictionary, the student's pronunciation is intelligible, but the he/she has a distracting foreign accent, has sufficient but basic theoretical knowledge of phonetics and phonology.
Scale of assessment (preliminary/final): Continuous assessment (40%): Transcription of words (20%) Word pronunciation presentation (20 %) Final assessment (60%): Text pronunciation presentation (20%) Transcription of short sentences (15%) Theoretical test (25%)

**Learning outcomes:**
Objectives and learning outcomes:
Based on the learning objectives declared in the profile of a graduate, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
During the course the student will acquire new theoretical knowledge in the field of phonetics and phonology of the English language, learn the mechanisms and principles of the formation of speech sounds and their modified forms in continuous speech, understand the nature of suprasegmental phenomena of pronunciation, become familiar with the basic differences between the sound systems of the English and Slovak languages, and learn the theoretical foundations of phonological transcription of words and short sentences.
Skills:

The student will improve his/her pronunciation of English words (both individually and in sentences), increase the level of intelligibility of his/her speech, be able to detect pronunciation errors and deficiencies in the speech of his/her classmates, and be able to identify basic differences between English and Slovak pronunciation, can effectively transcribe English words and short sentences, learn to use dictionaries and audio-visual technology to correct his/her English pronunciation, apply theoretical knowledge to practical situations, be able to read and critically analyse academic literature, learn strategies for practising correct pronunciation.
Competences:
The student will learn to work independently and in a team to solve phonetic and phonological problems and tasks, be able to communicate on topics related to speech sound production and correct English pronunciation, be able to find and use resources and aids for his/her further self-development and pronunciation correction, will develop the ability to analyse and synthesize linguistic material, is able to link the acquired theoretical knowledge with the terminological apparatus of other linguistic disciplines, can independently and appropriately apply the acquired phonetic-phonological knowledge in the development of his/her communicative competence in the English language.

**Class syllabus:**
Course contents:
Main themes of the course: Sound level of language, definition of phonetics and phonology, transcription, physiological acoustic and auditory aspects of speech, classification of speech sounds: monophthongs, diphthongs, triphthongs and consonants, pronunciation of suffixes, syllable and syllabic consonants, elision and assimilation, linking, stress, strong and weak forms of English words, suprasegmental phenomena in English and Slovak.
By means of the above content, the student will become familiar with the knowledge of the sound level of the English language, its structural-functional characteristics, learn the ways of applying theoretical knowledge through practicing of English pronunciation, develop his/her foreign language (especially pronunciation, transcription, and listening) skills at the B2-C1 level, can read academic literature in English, learns to work independently and in a team to solve phonetic and phonological questions and problems, can analyse and correct his/her own pronunciation and the pronunciation of his peers.

**Recommended literature:**
Compulsory readings:
PAVLÍK, R. (2020). A Practical Course in English Phonetics and Phonology. Bratislava: Z-F Lingua.
PAVLÍK, R. (2019). A Short Introduction to English Phonetics and Phonology. Bratislava: Z-F Lingua.
Recommended readings:
CRUTTENDEN, A. (2014). Gimson's Pronunciation of English, 8th edition. Abingdon: Routledge.
ROACH, P. (2009). English Phonetics and Phonology: A Practical Course. Cambridge: Cambridge University Press.
All of the above books are available in Slovak libraries and/or bookshops.

**Languages necessary to complete the course:**
English, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 352

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 12,5 | 0,0 | 17,9 | 15,91 | 16,48 | 28,41 | 8,81 |

**Lecturers:** PaedDr. Peter Bojo, PhD.

**Last change:** 27.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde032/22 | Practical Exercises in Didactics of Foreign Languages |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 14 hours of elaboration of ongoing tasks; 14 hours of individual work on the solution of assignment and individual study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, individual and group work, brainstorming, brainwriting.

**Number of credits:** 2

**Recommended semester:** 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of assignments requiring individual work during the semester and the test during the semester. The interim evaluation is 100%: active participation in classroom activities 30%; solution of ongoing tasks (aimed at the practical application of didactics knowledge in teaching) 70%.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to apply knowledge of didactics of foreign languages in specialization in Spanish in the training of design, implementation and evaluation of the teaching process.
Educational outcomes:
After successful completion of the course, the student gained experience in teaching Spanish as a foreign language on a practical level and
• is able to be creative and create various complementary learning materials in the Spanish language: texts, exercises from grammar and vocabulary, games, etc.,

• can also use and integrate other didactic materials such as songs, films or paintings in teaching in order to improve the pupil's language competence,
• demonstrates the ability to flexibly shape lessons, to carry out Spanish language teaching dynamically and to select exercises according to the language level of pupils,
• can define the objectives of teaching and formulate them in the form of teaching requirements,
• demonstrates the ability to correct pupils' mistakes in a positive and motivating way and to assess their progress according to measurable and objective criteria.

**Class syllabus:**
• Creation of didactic materials for teaching Spanish.
• Teaching specific language activities: oral and written speech, listening and reading with comprehension.
• Lesson planning. Methods for identifying educational needs and setting targets.
• Evaluation and correction of errors. Methods of interpretation of the teaching process on the basis of testing and observations, methods of evaluation and methodology of classification.

**Recommended literature:**
ALONSO, E. 2012. Soy profesor/a. Aprender a enseñar 1-2, Madrid: Edelsa, 2012. ISBN 978-84-771-1990-6.
GELABERT, M. J. et al. 2002. Producción de materiales para la enseñaza de español, Madrid: Arco Libros, 2002. ISBN 84-7635-488-6.
GÓMEZ-PABLOS, B. 2014. Didáctica de ELE. Fundamentos de didáctica, Nümbrecht: Kirsch-Verlag, 2014. ISBN 978-3-943906-15-8.
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde032/22 | Practical Exercises in Didactics of Foreign Languages |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 14 hours of elaboration of ongoing tasks; 14 hours of individual work on the solution of assignment and individual study of professional literature. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, discussion, individual and group work, brainstorming, brainwriting.

**Number of credits:** 2

**Recommended semester:** 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated continuously on the basis of the work in the classroom, the preparation of assignments requiring individual work during the semester and the test during the semester. The interim evaluation is 100%: active participation in classroom activities 30%; solution of ongoing tasks (aimed at the practical application of didactics knowledge in teaching) 70%.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to apply knowledge of didactics of foreign languages in specialization in Spanish in the training of design, implementation and evaluation of the teaching process.
Educational outcomes:
After successful completion of the course, the student gained experience in teaching Spanish as a foreign language on a practical level and
• is able to be creative and create various complementary learning materials in the Spanish language: texts, exercises from grammar and vocabulary, games, etc.,

• can also use and integrate other didactic materials such as songs, films or paintings in teaching in order to improve the pupil's language competence,
• demonstrates the ability to flexibly shape lessons, to carry out Spanish language teaching dynamically and to select exercises according to the language level of pupils,
• can define the objectives of teaching and formulate them in the form of teaching requirements,
• demonstrates the ability to correct pupils' mistakes in a positive and motivating way and to assess their progress according to measurable and objective criteria.

**Class syllabus:**
• Creation of didactic materials for teaching Spanish.
• Teaching specific language activities: oral and written speech, listening and reading with comprehension.
• Lesson planning. Methods for identifying educational needs and setting targets.
• Evaluation and correction of errors. Methods of interpretation of the teaching process on the basis of testing and observations, methods of evaluation and methodology of classification.

**Recommended literature:**
ALONSO, E. 2012. Soy profesor/a. Aprender a enseñar 1-2, Madrid: Edelsa, 2012. ISBN 978-84-771-1990-6.
GELABERT, M. J. et al. 2002. Producción de materiales para la enseñaza de español, Madrid: Arco Libros, 2002. ISBN 84-7635-488-6.
GÓMEZ-PABLOS, B. 2014. Didáctica de ELE. Fundamentos de didáctica, Nümbrecht: Kirsch-Verlag, 2014. ISBN 978-3-943906-15-8.
RADA EURÓPY EURÓPSKEJ ÚNIE. 2017. Spoločný európsky referenčný rámec pre jazyky. Bratislava: Štátny pedagogický ústav. Available at: https://www.statpedu.sk/files/sk/publikacna-cinnost/publikacie/serr_tlac-indd.pdf

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** Mgr. Zuzana Tóth, Dr.phil, doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KRoJL/B-ESPde038/16 | **Course title:**<br>Practical Spanish Language 1. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours continuous preparation for lessons; 15 hours preparation of ongoing tasks, 2 hours preparation (repetition) for the test. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, written tasks, work in small groups, controlled self-study.

**Number of credits:** 2

**Recommended semester:** 1.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be evaluated on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of language proficiency (short test)
At least 60% of the scoring must be obtained in order to complete the subject successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to enable the acquisition of language competence at B2.1 level according to the CEFR to those students who are interested in improving their competence and need to work in a targeted way to adopt grammar and vocabulary to reach this level and to improve receptive, productive and interactive skills in Spanish beyond compulsory and compulsory optional subjects.
After successful completion of the course, the student

• can understand the main ideas of sound recording in literary speech from ordinary or academic life or conversation between native speakers,
• can understand relatively quickly the global meaning of text in the literary language, can synthesize information and arguments from various sources,
• understands also more complex instructions and instructions,
• is able to express himself on various topics close to his/her field or areas of interest, aptly describe events, experiences, stories, etc.,
• is able to elaborate the idea, both verbally and in writing, and supplement it with examples or arguments, in the discussion to briefly explain his opinion on the current problem, indicating the advantages and disadvantages of different approaches.

**Class syllabus:**
• Practice exercises to improve language competence: grammatical and lexical phenomena according to students' needs, e.g. use and omission of members, past times, structures with an indefinite/transition/subdivision, etc.
• Activities supporting the development of strategies in the performance of individual language activities and autonomy of learners (self-assessment of progress, e-learning).
• Developing contextual grammar with links to topics such as:
- University world and study, student mobility, student life.
- Traditions and festivities in Spanish-speaking countries; controversial customs and traditions.
- Music and dance, musical instruments, famous artists from the Hispanophone world.
- Natural conditions, climate change and their impact on the countryside.
- Other topical issues in a given period (taking into account the composition of the group and the interests of students).

**Recommended literature:**
COTO BAUTISTA, V. – TURZA FERRÉ. A. 2011. Tema and Tema. B2. Libro del alumno. Madrid: Edelsa, 2011. 152 p. ISBN: 8477117225.
Authentic and adapted documents (written texts, audio recordings, videos)

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 84

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 66,67 | 0,0 | 16,67 | 9,52 | 2,38 | 0,0 | 4,76 |

**Lecturers:** PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde039/16 | Practical Spanish Language 2. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours of continuous preparation for lessons; 15 hours preparation of ongoing tasks, 2 hours preparation (repetition) for the test. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, written tasks, work in small groups, controlled self-study.

**Number of credits:** 2

**Recommended semester:** 2.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of language proficiency (short test)
At least 60% of the scoring must be obtained in order to complete the subject successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to enable the acquisition of language competence at B2.2 level according to the CEFR to those students who are interested in improving their competence and need to work in a targeted way to acquire grammar and vocabulary to reach this level and to improve receptive, productive and interactive skills in Spanish beyond compulsory and compulsory optional subjects.
After successful completion of the course, the student

• can understand the audio recording in the literary language on topics from the mainstream or academic sphere; adequately monitor the conversation between native speakers,
• is able to quickly understand the global meaning of the text in the literary language and to identify important details, synthesize and evaluate information and arguments from various sources,
• can create a developed description on various topics close to his/her field or area of interest, present the selected topic aptly with emphasis on the main ideas,
• is able to develop reasoning and support his views with examples,
• be able to give clearly a pre-prepared short speech and spontaneously answer the supplementary questions referred,
• has the ability to use description and paraphrase to cover gaps in vocabulary and grammar.

**Class syllabus:**
Type of activities:
• Practice exercises to improve language competence: grammatical and lexical phenomena according to students' needs, e.g. use of subjunctive/indicative in complex sentences, past subjunctive in Spanish, relative pronouns, prepositions and verbs (prepositions to use with binding) etc.
• Activities supporting the development of strategies in the performance of individual language activities and autonomy of learners (self-assessment of progress, e-learning).
• Developing contextual grammar with links to topics such as:
- Travelling and getting to know new cultures, cultural differences and misunderstandings.
- Mass media, new technologies and their impact on children and youth.
- Classical and modern art, boundaries of art, taste and kitsch.
- Personalities of world importance coming from Spanish-speaking countries and their contribution.
- Other topical topics in a given period (taking into account the composition of the group and the interests of students).

**Recommended literature:**
Authentic and adapted documents (written texts, audio texts, videos)
COTO BAUTISTA, V. – TURZA FERRÉ. A. 2011. Tema and Tema. B2. Libro del alumno. Madrid: Edelsa. 152 p. ISBN: 8477117225.

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 26

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 23,08 | 0,0 | 46,15 | 0,0 | 7,69 | 0,0 | 23,08 |

**Lecturers:** PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde040/16 | Practical Spanish Language 3. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 2 hours per week of exercise; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: 22 hours of in-person teaching; 11 hours of continuous preparation for lessons; 15 hours preparation of ongoing tasks, 2 hours preparation (repetition) for the test. A total of 50 hours of student work.
Teaching methods: explanation, application of theoretical knowledge on practical examples, written tasks, work in small groups, controlled self-study.

**Number of credits:** 2

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The student will be assessed on the basis of an interim evaluation, for which he/she can receive a total of 100 points, of which:
30 points: completion of classroom activities
40 points: elaboration of ongoing homework
30 points: written verification of acquired knowledge and level of language proficiency (short test)
At least 60% of the scoring must be obtained in order to complete the course successfully.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to enable the consolidation of language competence at B2 level according to the CEFR to those students who are interested in improving their competence and need to work in a targeted way to practice grammar and vocabulary and to improve receptive, productive and interactive skills in Spanish beyond mandatory and compulsory optional subjects.
After successful completion of the course, the student

• can understand standard speech audio recordings on topics from different areas; sufficient understand the conversation between native speakers,
• can also understand more complex texts from its specialization and identify important details,
• can present in detail various topics close to his field or area of interest, write a detailed description of actual or fictional events,
• is able to develop arguments, both verbally and in writing, and to support his views with examples and arguments,
• can give a logically constructed speech, highlight important ideas and details, spontaneously answer supplementary questions and follow up on interesting ideas,
• has the ability to compensate, by description or paraphrase, to compensate for gaps in vocabulary and grammar, able to correct its renunciations and errors.

**Class syllabus:**
Type of activities:
• Practice exercises to improve language competence: grammatical and lexical phenomena according to the needs of students, e.g. use of the indicative/subjunctive in dependent adverbial clauses expressing condition, reason, time, purpose, concession, consequence, comparison), direct and indirect speech, sequence of times in the indicative and conjunctive, etc.
• Activities supporting the development of strategies in the performance of individual language activities and autonomy of learners (self-assessment of progress, e-learning).
• Developing contextual grammar with links to topics such as:
- Important historical figures of the Hispanophone world from today's perspective, critical evaluation of their contribution in the context of their time and present.
- Spanish and Hispano-American cinematography, major films/series, their perception by today's viewers.
- Physical and mental health and diseases, civilization diseases, different approaches to treatment.
- Employment and current problems, job search, preparation for a job interview.
- Other topical topics in a given period (taking into account the composition of the group and the interests of students).

**Recommended literature:**
Authentic and adapted documents (written texts, audio recordings, videos)
COTO BAUTISTA, V. – TURZA FERRÉ. A. 2011. Tema and Tema. B2. Libro del alumno. Madrid: Edelsa. 152 p. ISBN: 8477117225.

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde003/22 | Psychology for teachers 1 |

**Educational activities:**
**Type of activities:** seminar / lecture
**Number of hours:**
**per week:** 2 / 2 **per level/semester:** 26 / 26
**Form of the course:** on-site learning

**Number of credits:** 4

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% Intermediate assessment: includes a seminar paper (10 points), an intermediate test (40 points).
50% Final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge.
A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge.
A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking.
A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of Psychology for Teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course
- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,
- can apply knowledge of general, cognitive and developmental psychology in an educational context,
- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,
- knows the laws of development of cognitive processes and their application in the educational process
- can read and understand professional text and psychological research, understand tables and graphs
- finds logical connections in opinions and thoughts

**Class syllabus:**
Brief outline of the course:
Part of general and cognitive psychology:
1. Introduction to psychology: a brief history of psychology, psychology as a science, the subject of psychological inquiry, the formation of psychological knowledge and psychological methodology. Psychological processes and states.
2. Sensory processes. Perception - characteristics of the process, laws of perception and types of perception.
3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and characteristics of attention.
4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning
5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.
6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.
Part of developmental psychology:

7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, external and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws.
9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

**Recommended literature:**

Compulsory reading:

KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,

JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.

Recommended reading:

LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVIČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského

NAKONEČNÝ M. (2016). Obecná psychologie. Triton.

SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského

ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius

Videos

SME. Manuál na mozog https://www.youtube.com/watch?v=3PsH-ePp6AQ&list=PLX-qV3Lrf327HzNUMLlCCc-fZigzhap0G

**Languages necessary to complete the course:**

slovak, czech and english

**Notes:**

students of the psychology teaching (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 1390

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 15,54 | 0,0 | 24,82 | 21,58 | 15,97 | 13,09 | 8,99 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde003/22 | Psychology for teachers 1 |

**Educational activities:**
**Type of activities:** seminar / lecture
**Number of hours:**
**per week:** 2 / 2 **per level/semester:** 26 / 26
**Form of the course:** on-site learning

**Number of credits:** 4

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% Intermediate assessment: includes a seminar paper (10 points), an intermediate test (40 points).
50% Final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge.
A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge.
A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking.
A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of Psychology for Teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course
- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,
- can apply knowledge of general, cognitive and developmental psychology in an educational context,
- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,
- knows the laws of development of cognitive processes and their application in the educational process
- can read and understand professional text and psychological research, understand tables and graphs
- finds logical connections in opinions and thoughts

**Class syllabus:**
Brief outline of the course:
Part of general and cognitive psychology:
1. Introduction to psychology: a brief history of psychology, psychology as a science, the subject of psychological inquiry, the formation of psychological knowledge and psychological methodology. Psychological processes and states.
2. Sensory processes. Perception - characteristics of the process, laws of perception and types of perception.
3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and characteristics of attention.
4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning
5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.
6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.
Part of developmental psychology:

7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, external and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws.
9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

**Recommended literature:**

Compulsory reading:

KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,

JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.

Recommended reading:

LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVIČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského

NAKONEČNÝ M. (2016). Obecná psychologie. Triton.

SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského

ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius

Videos

SME. Manuál na mozog https://www.youtube.com/watch?v=3PsH-ePp6AQ&list=PLX-qV3Lrf327HzNUMLlCCc-fZigzhap0G

**Languages necessary to complete the course:**

slovak, czech and english

**Notes:**

students of the psychology teaching (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 1390

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 15,54 | 0,0 | 24,82 | 21,58 | 15,97 | 13,09 | 8,99 |

**Lecturers:** PhDr. Romana Schunová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde007/22 | Psychology for teachers 2 |

**Educational activities:**
**Type of activities:** seminar / lecture
**Number of hours:**
**per week:** 2 / 2 **per level/semester:** 26 / 26
**Form of the course:** on-site learning

**Number of credits:** 4

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZde003 / Psychology for teachers 1
Prerequisites for successful completion of the course:
The course is completed with an assessment, 100% of the continuous assessment, which includes continuous work - completion of a self-awareness test (15% of the assessment) and a seminar paper (20% of the assessment), completion of a continuous test in personality psychology (30% of the assessment), a reflective essay (5% of the assessment), and a final test (30% of the assessment).
Credit will not be awarded to a student who scores less than 50% on any of the four written examinations.
To pass the course, you must obtain a minimum of 60 % of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks.
For a grade of B, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and have slight deficiencies in the use of knowledge in practically set tasks.
For a grade of C, the student must have excellent theoretical knowledge, moderate deficiencies in its evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks.
For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks).
For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, and major deficiencies in the use of knowledge in practically set tasks.

Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Learning objectives and outcomes and transferable competences:
The aim is
- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;
- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;
- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;
- apply social and emotional competencies to promote their own psychological well-being;
- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,
- be able to actively acquire information and use it to solve practical tasks in the field.

**Class syllabus:**

Brief outline of the course:
Psychology of personality
1. Basic definition and concepts of personality psychology - structure, dynamics.
2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relationship to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).
3. Concepts of individual and analytical psychology - the need for power A. Adler, the need for power in pupils in the educational environment; archetypes of C. Jung, the acceptance of archetypal tendencies and their relation to the educational process.
4. Behaviorism and neobehaviorism - the concept of behavioziorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.
5. Humanistic psychology - concepts of A. Maslow, V. Frankl, C. Rogers, self-actualization and the promotion of the self-actualizing instinct as the goal of the educational process.
Educational psychology
6. Basic definition and concepts of educational psychology.
7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).
8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.
9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.
10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.
11. Psychological aspects of working with gifted individuals in the classroom.

**Recommended literature:**

Compulsory reading:
DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663
FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521
Recommended reading:
FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983

FÁBIK, D., & FÁBIKOVÁ, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. Psychiatria - Psychoterapia - Psychosomatika. 28(1), 30-37.
HALL, C.S., & LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.
JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského, s. 199. ISBN: 978-80-223-4814-0
JURSOVÁ ZACHAROVÁ, Z. (2015). Osobnosť začínajúcich učiteľov a učiteliek. In Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Bratislava: Univerzita Komenského, s. 102-112. ISBN 978-80-223-3950-6.
JURSOVÁ ZACHAROVÁ, Z. (2015). Akí sú študenti učiteľstva na začiatku svojej kariéry? Motivácia a osobnosť začínajúcich študentov voliacich si učiteľskú profesiu. Ecoletra.com [elektronický zdroj]. - roč. 1, č. 1, s. 68-83.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
Notes: students of the psychology teaching (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 1013

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,66 | 0,0 | 25,77 | 16,49 | 6,32 | 5,43 | 4,34 |

**Lecturers:** PhDr. Romana Schunová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde007/22 | Psychology for teachers 2 |

**Educational activities:**
**Type of activities:** seminar / lecture
**Number of hours:**
**per week:** 2 / 2 **per level/semester:** 26 / 26
**Form of the course:** on-site learning

**Number of credits:** 4

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZde003 / Psychology for teachers 1
Prerequisites for successful completion of the course:
The course is completed with an assessment, 100% of the continuous assessment, which includes continuous work - completion of a self-awareness test (15% of the assessment) and a seminar paper (20% of the assessment), completion of a continuous test in personality psychology (30% of the assessment), a reflective essay (5% of the assessment), and a final test (30% of the assessment).
Credit will not be awarded to a student who scores less than 50% on any of the four written examinations.
To pass the course, you must obtain a minimum of 60 % of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks.
For a grade of B, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and have slight deficiencies in the use of knowledge in practically set tasks.
For a grade of C, the student must have excellent theoretical knowledge, moderate deficiencies in its evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks.
For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks).
For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, and major deficiencies in the use of knowledge in practically set tasks.

Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**

Learning objectives and outcomes and transferable competences:
The aim is
- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;
- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;
- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;
- apply social and emotional competencies to promote their own psychological well-being;
- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,
- be able to actively acquire information and use it to solve practical tasks in the field.

**Class syllabus:**

Brief outline of the course:
Psychology of personality
1. Basic definition and concepts of personality psychology - structure, dynamics.
2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relationship to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).
3. Concepts of individual and analytical psychology - the need for power A. Adler, the need for power in pupils in the educational environment; archetypes of C. Jung, the acceptance of archetypal tendencies and their relation to the educational process.
4. Behaviorism and neobehaviorism - the concept of behavioziorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.
5. Humanistic psychology - concepts of A. Maslow, V. Frankl, C. Rogers, self-actualization and the promotion of the self-actualizing instinct as the goal of the educational process.
Educational psychology
6. Basic definition and concepts of educational psychology.
7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).
8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.
9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.
10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.
11. Psychological aspects of working with gifted individuals in the classroom.

**Recommended literature:**

Compulsory reading:
DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663
FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521
Recommended reading:
FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983

FÁBIK, D., & FÁBIKOVÁ, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. Psychiatria - Psychoterapia - Psychosomatika. 28(1), 30-37.
HALL, C.S., & LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.
JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského, s. 199. ISBN: 978-80-223-4814-0
JURSOVÁ ZACHAROVÁ, Z. (2015). Osobnosť začínajúcich učiteľov a učiteliek. In Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Bratislava: Univerzita Komenského, s. 102-112. ISBN 978-80-223-3950-6.
JURSOVÁ ZACHAROVÁ, Z. (2015). Akí sú študenti učiteľstva na začiatku svojej kariéry? Motivácia a osobnosť začínajúcich študentov voliacich si učiteľskú profesiu. Ecoletra.com [elektronický zdroj]. - roč. 1, č. 1, s. 68-83.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
Notes: students of the psychology teaching (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 1013

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 41,66 | 0,0 | 25,77 | 16,49 | 6,32 | 5,43 | 4,34 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde034/22 | Rhetoric and communication |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde005/22 - Communication in education

**Course requirements:**
Prerequisites: B-VUZde005 / Communication in education
Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation.
Assessment: consists of 2 intermediate assessments (60+40, total 100 points).
Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference.
Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes.
Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

**Learning outcomes:**

Learning objectives and outcomes:
By completing the Rhetoric and Communication course, the student should:
- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- Know methods for Developing of critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

**Class syllabus:**

Brief outline of the course:
The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.
Topics:
Rhetoric - types of speech, practicing presentation skills through micro performances. Content/ form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers. Presentation - structure and organization of speech/speech/lecture. Evaluating information and

finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and generating interest in the listener. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

**Recommended literature:**

Compulsory reading:

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

**Past grade distribution**

Total number of evaluated students: 20

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 95,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 5,0 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde034/22 | Rhetoric and communication |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde005/22 - Communication in education

**Course requirements:**
Prerequisites: B-VUZde005 / Communication in education
Prerequisites for successful completion of the course: the course is completed with an evaluation, 100% of the continuous evaluation.
Assessment: consists of 2 intermediate assessments (60+40, total 100 points).
Interim assessment 1: consists of the development of a semester cooperative work and its oral presentation or practical application in class. This is a prepared micro-team output: the creation of a student conference.
Semester work: consists of a creative assignment for 60p (30+30). It includes the preparation of a group simulation of a student conference (30b) together with a professional paper on a selected topic (30b) for approximately 45 minutes.
Intermediate assessment 2: consists of the creation of documents for the student conference (40b): poster, invitation, programme, etc. in an electronic environment (web development).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.

**Learning outcomes:**

Learning objectives and outcomes:
By completing the Rhetoric and Communication course, the student should:
- be able to select information, identify relevant sources on the selected topic,
- be able to justify the choice of specialist sources for the semester thesis,
- understand the importance of selection and analysis of information and information sources,
- be able to work in a team, organise activities to accomplish sub-tasks,
- be able to present intermediate tasks to the group,
- be able to justify and discuss in a group various social topics related to education and training,
- acquire presentation and communication skills and be able to apply them through creative activities in the classroom,
- Know methods for Developing of critical thinking and good reasoning,
- should be able to identify manipulative behaviour.

Transferable competences: the student strengthens soft skills such as communication skills, analytical thinking in evaluating information and working with text, critical thinking and thinking in context in the development of arguments and their application in discussion, interpersonal skills within the group - activation and taking initiative and responsibility, also creative work with e-portfolio (ability to create an interesting website) through creative tasks in the course.

**Class syllabus:**

Brief outline of the course:
The aim of the course is the practical application of knowledge about effective communication through practicing rhetorical outcomes and teamwork, i.e. through cooperative methods and interactive activities. Using various activating methods and problem-based tasks, students will actively participate in the learning process and create their own course content, in which they will use their own potential and develop the intra and interpersonal aspects of their own personality. An important part of this is a semester-long group project through which students will learn how to organize major events, while developing proper communication and rhetorical skills.
Topics:
Rhetoric - types of speech, practicing presentation skills through micro performances. Content/ form/communication skills (verbal and non-verbal) of oral presentation and analysis of speakers. Presentation - structure and organization of speech/speech/lecture. Evaluating information and

finding relevant sources. Simulating a debate. Organisation of time and group cooperation. Visualisation and generating interest in the listener. Argumentation - types of arguments and logical fallacies. Manipulation and manipulation techniques, assertiveness. Types of conversation, discussion - how to conduct a conversation, structuring a conversation. Division of discussion methods. Feedback - self-evaluation and self-reflection. Creating a website and e-portfolio with student outputs. Implementation of student conference - simulation/workshop.

**Recommended literature:**

Compulsory reading:

ALLHOFF, D.-W. (2008). Rétorika a komunikace. Praha: Grada publishing, 200 s.. ISBN 978-80-247-2283-2

KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing, 256 s. ISBN 978-80247-2652-6

Recommended reading:

JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení, 45-56s. ISBN 978-80-87952-29-0

JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava : Univerzita Komenského v Bratislave, 37-45s. ISBN 978-80-223-4847-8

KURUC, M. (2018). Rozvoj sebaregulácie a motivácie ako faktor úspechu slovenských žiakov v kontexte teórie sebaurčenia. Bratislava: Univerzita Komenského v Bratislave, 143-160s. ISBN 978-80-223-4661-0

ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

smaller groups, up to a maximum of 25 students, are required for the course for effective classroom interaction

**Past grade distribution**

Total number of evaluated students: 20

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 95,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 5,0 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD., PaedDr. Eva Labudová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde009/22 | Rudiments of English Language Didactics |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
In-person teaching = 22 hours, continuous home study = 11 hours, designing and preparing a lesson plan = 8 hours, microteaching preparation = 4 hours, analysis of video recordings of selected English teaching methods = 4 hours, home study for the final theoretical test = 26 hours
Teaching methods:
Brief explanation of the material, brainstorming and problem solving tasks and assignments, dialogical methods (debate, discussion), analysis of teaching tasks from English language textbooks, simulation, analysis of video recordings, presentation of students' own views based on introspective analysis of their own (pedagogical) experiences, guided self-study

**Number of credits:** 3

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
Continuous assessment (40 points/percent):
Designing a lesson plan (20 points)
Microteaching (10 points)
Analysis of video recordings of selected English teaching methods (10 points)
The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points).
Final assessment (60 points/percent):
Written exam
Grading:
100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX

A (excellent performance): The student is able to independently create and teach a part of his/her own English-language lesson plan by applying innovative student-centred teaching methods for any selected ISCED and the relevant language level according to CEFR, he/she is familiar with the complex theoretical background of methods and theories of foreign language teaching with regard to the characteristics of the students and the use of a variety of appropriate teaching tasks and organisational forms of work in teaching.
B (very good performance): The student, with minimal assistance from the teacher, is able to create and teach a part of his/her own English-language lesson plan by applying innovative student-centred teaching methods for any selected ISCED and the relevant language level according to CEFR, is familiar with several theoretical backgrounds of methods and theories of foreign language teaching with regard to the characteristics of the students and the use of a variety of appropriate teaching tasks and a variety of organisational forms of work in teaching.
C (good performance): The student can create, with the help of the teacher and with minor errors, and teach a part of his/her English-language lesson plan by applying innovative methods of student-centred teaching for any selected ISCED and the relevant language level according to CEFR, knows the basic theoretical background of methods and theories of foreign language teaching with regard to students and the use of the most commonly used teaching tasks and some organisational forms of work in teaching.
D (satisfactory performance): The student can create, only with the intensive help of the teacher, an English-language lesson plan for any selected ISCED and the relevant language level according to CEFR, part of which can be taught with a larger number of deficiencies, partial knowledge of the theoretical background of methods and theories of foreign language teaching, partial knowledge of the basic characteristics of the students and the basic types of teaching tasks and organizational forms of work in teaching.
E (sufficient performance): The student can partially create, only with support and intensive help from the teacher, an English-language lesson plan for any selected ISCED and the relevant language level according to CEFR, part of which he/she can only teach with support from the teacher and with a larger number of deficiencies, partially knows only some theoretical background of methods and theories of foreign language teaching, partially knows some basic characteristics of the students and some basic types of teaching tasks and basic organisational forms of work in teaching.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Designing a lesson plan (20 points) Microteaching (10 points) Analysis of video recordings of selected English teaching methods (10 points) The essential condition for taking a final test is obtaining at least 60% of the continuous assessment (24 points). Final assessment (60 points/percent): Written exam

**Learning outcomes:**
Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students know the social scientific and legislative context of institutional education, they know the theoretical principles of planning and organizing teaching in primary, lower and upper secondary education (ISCED 1 – ISCED3); they know, they can analyse and compare the complex theoretical background of traditional, humanising, activating, innovative and alternative methods of English language teaching and the possibilities of their application in the current educational context in Slovakia; they know the basics of English didactics and the principles of the learner-centred approach; students understand their importance for the effectiveness of English language teaching and learning at the A1 – B2 levels according to the Common European Framework of Reference (CEFR).
Skills:

Students are familiar with pedagogical documentation and school legislation related to English as a#foreign language (EFL) teaching; they are able to analyse and reflect on individual components of foreign language education; they can apply basic pedagogical-psychological theoretical knowledge to educational practice; students have developed elementary didactic skills, can analyse pedagogical situations and propose solutions to common problems in EFL teaching and suggestions for appropriate intervention; students are familiar with relevant didactic publications and materials, can analyse and select them in relation to teaching objectives; students can create an English lesson plan by applying innovative student-centred teaching methods for any selected ISCED and the relevant language level (A1 – B2) according to CEFR by using a variety of appropriate organisational forms of teaching; students can teach a part of their own lesson plan (microteaching); students can actively use digital technologies to support and make foreign language education more effective.
Competences:
Students are familiar with professional linguodidactic texts, are able to independently acquire and correlate knowledge; students have developed the foundations of didactic competences and personal prerequisites leading to the humanization of EFL teaching in primary, lower and upper secondary education; students are able to argue, present and defend their opinions and positions and have developed the prerequisites for active involvement in professional life in the field of foreign language education in the public and private institutional sectors.

**Class syllabus:**
Course contents:
Main themes of the course: Basic didactic terminology in comparative English – Slovak language; designing and planning of EFL lesson plans (organizational forms of work, material and technical provision of foreign language teaching); institutional and socio-cultural context of EFL teaching in Slovakia; learner variables; intrinsic and extrinsic motivation in the process of EFL acquisition; the process of learning and teaching English; roles of the teacher; characteristics of theories of English language learning with regard to their psycholinguistic aspects; learning tasks in foreign language teaching; traditional, humanising, activating, innovative and alternative methods of English language teaching (Grammar-Translation Method, Direct Method, AudioLingual Method, Natural Approach, Suggestopedia, TPR, CLIL, Communicative Approach, Post-Communicative Period in Foreign Language Teaching).
Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor degree in the study programme of Teaching English Language and Literature in Combination.

**Recommended literature:**
Compulsory readings:
BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.
REPKA, R., PČOLINSKÁ, A. and Šipošová, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F LINGUA.
ŠIPOŠOVÁ, M and REPKA, R. (2023). Rudiments of English Language Didactics. Bratislava: Z-F Lingua.
Recommended readings:
BROWN, H. D. and LEE, H. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.
HARMER, J. (2007). The Practice of English Language Teaching. 4th edition. Harlow: Pearson.
UR, P. (2012). A Course in English Language Teaching. Cambridge University Press.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 431

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 5,34 | 0,0 | 10,9 | 17,87 | 22,51 | 29,23 | 14,15 |

**Lecturers:** doc. PaedDr. Martina Šipošová, PhD.

**Last change:** 27.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde036/22 | **Course title:**<br>School management |
| **Educational activities:**<br>**Type of activities:** lecture + seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 3 | |
| **Recommended semester:** 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |

**Course requirements:**

100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+40, 70 points in total).
Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.
The final assessment consists of: the semester project and its oral presentation.
The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

**Class syllabus:**
Basic terminology, options for studying school management, sources of study. Schools and concepts of management. Specifics of school management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

**Recommended literature:**
Compulsory reading:
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf

Pisoňová, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms related to the establishment and activities of primary schools, secondary schools in the Slovak Republic.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 889

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 31,83 | 0,0 | 33,63 | 14,29 | 9,11 | 4,95 | 6,19 |

**Lecturers:** Mgr. Adriana Poliaková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde036/22 | School management |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+40, 70 points in total).
Interim assessment: consists of a 30-item knowledge test to be given in week 6 of the interim course. A written examination/test, consisting of theoretical preparation for the teaching of the individual topics of the teaching units, which will be carried out by the 6th week of continuous teaching and the study of the literature.
The final assessment consists of: the semester project and its oral presentation.
The semester project consists of: the creation of a project according to a set structure for 40b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 64 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 57 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 51 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 46 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 42 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
- to know the content of school management as a scientific discipline: the essence of school management in the Slovak Republic at all levels of school management with an emphasis on internal school management and in the context of managerial functions
- be familiar with the basic legal documents and be able to correctly interpret the meanings given in these legal documents that regulate the activities of primary and secondary schools, with an emphasis on the needs of the work of the teaching staff,
- be able to apply the acquired knowledge and knowledge from other disciplines in the focus area: school image, culture and climate, in the area of cooperation with the school management and legal representatives of children/pupils in solving standard, specific and problematic tasks and situations and in the framework of school development,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

**Class syllabus:**
Basic terminology, options for studying school management, sources of study. Schools and concepts of management. Specifics of school management. The system of school management in the Slovak Republic and the system of internal school management in the context of managerial functions. Legal regulations governing the activities of primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational guidelines). Personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

**Recommended literature:**
Compulsory reading:
PISOŇOVÁ, M. a kol. 2014. Školský manažment pre študijné odbory učiteľstva a prípravu vedúcich pedagogických zamestnancov. Bratislava : Univerzita Komenského, 2014. 227 s. ISBN 978-80-223-3621-5
https://www.fedu.uniba.sk/uploads/media/Skolsky_manazment.pdf

Pisoňová, M. a kol. 2017. Školský manažment terminologický a výkladový slovník. Bratislava : Wolters Kluwer, 2017, 1. vyd., 167 s., ISBN 978-80-8168-660-3
https://moodle.uniba.sk/mod/quiz/view.php?id=57866
Učebný zdroj: ŠKOLSKÝ MANAŽMENT (moodle):
https://moodle.uniba.sk/course/view.php?id=162
Constitution of the Slovak Republic.
Current legislative norms related to the establishment and activities of primary schools, secondary schools in the Slovak Republic.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 597/2003 Z. z. o financovaní základných škôl, stredných škôl a školských zariadení.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 1/2020 Z. z. o kvalifikačných predpokladoch pedagogických zamestnancov a odborných zamestnancov.
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**
Total number of evaluated students: 889

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 31,83 | 0,0 | 33,63 | 14,29 | 9,11 | 4,95 | 6,19 |

**Lecturers:** Mgr. Adriana Poliaková, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KAJL/B-ANGde023/22 | **Course title:**<br>Selected Chapters from English Language Didactics |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Type, volume, methods and workload of the student - additional information**<br>Type of activities, scope (number of hours) and methods of educational activities:<br>Form of teaching: 2S<br>Teaching mode: in-person, combined<br>Scope (number of hours): 2 per week, 22 per semester<br>Student workload: 75 hours in total<br>Direct teaching = 22 hours, continuous home study = 11 hours, preparing a power-point presentation of a selected topic = 21 hours, seminar paper (critical analysis and reflection of a#selected topic) = 21 hours<br>Teaching methods:<br>Brief explanation of the material, brainstorming, dialogical methods (debate, discussion, colloquium), critical analysis | |
| **Number of credits:** 3 | |
| **Recommended semester:** 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>none | |
| **Course requirements:**<br>Course completion requirements:<br>Continuous assessment (100points/percent):<br>Presentation of a selected topic (theory + research findings + practical application) (50 points/ percent)<br>Seminar paper (50 points/percent)<br>Grading:<br>100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX<br>A (excellent performance)<br>B (very good)<br>C (good performance)<br>D (satisfactory performance)<br>E (sufficient performance)<br>FX (insufficient performance; additional work is required) | |

Scale of assessment (preliminary/final): Continuous assessment (100points/percent): Presentation of a selected topic (theory + research findings + practical application) (50 points/percent) Seminar paper (50 points/percent)

**Learning outcomes:**

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students know, can analyse and compare the complex theoretical background of traditional, humanizing, activating, innovative and alternative methods of foreign language teaching and the possibilities of their application in the current educational context in Slovakia (ISCED 1 – ISCED3); they know the basics of English didactics and the principles of the learner-centred approach and they understand their importance for the effectiveness of English language teaching and learning at the A1 – B2 levels according to the Common European Framework of Reference (CEFR).
Skills:
Students have developed basic didactic skills, they can analyse pedagogical situations and propose solutions to common problems in EFL teaching, they are able to give suggestions for appropriate intervention; students are familiar with relevant didactic materials, can analyse and select them in relation to teaching aims and objectives; students can actively use digital technologies to present professional issues, to give relevant arguments in order to deal with and support foreign language education.
Competences:
Students are familiar with professional linguodidactic texts, are able to independently acquire and correlate knowledge with regard to critical thinking and critical reading; students have developed the foundations of didactic competences leading to the humanization of EFL teaching; students are able to argue, present and defend their opinions and positions and have developed the prerequisites for active involvement in professional life in the field of foreign language education in the public and private institutional sectors.

**Class syllabus:**

Course contents:
(1) The position of grammar and vocabulary in Task-Based Language Teaching (TBLT) – Suggestopedia – Direct Method – Total Physical Response (TPR) – Communicative Language Teaching (CLT)
(2) The role of drills within the Audio-Lingual Method; Post-Communicative Period – analyses and critical reappraisals
(3) The role of teacher and learner in the context of the Post-Communicative Approach, principled eclecticism
(4) Innovative methods of teaching English to young learners (Helen Doron, Hocus Lotus, Wattsenglish, Jolly Phonics)
Within the individual presentation of a selected issue, a student will demonstrate knowledge as well as his/her presentation and argumentation skills. In the seminar paper, the student will demonstrate the level of his/her pedagogical-psychological thinking, competences and ability to critically analyse the selected issue. At the same time, s/he will propose suggestions for possible applications in the context of contemporary foreign language teaching and learning in Slovakia.
Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor degree in the study programme of Teaching English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings:

DIDENKO, A.V. and PICHUGOVA, I. L. (2016). Post CLT or Post-Method: Major Criticisms of the Communicative Approach and the Definition of the Current Pedagogy. SHS web of Conferences, Vol. 28. [online] https://www.shs-conferences.org/articles/shsconf/pdf/2016/06/shsconf_rptss2016_01028.pdf

MELLOW, D. (2002). “Toward principled eclecticism in language teaching: The two-dimensional model and the centring principle”. Teaching English as a Second Language Electronic Journal, vol 5, no. 4 [online] http://tesl-ej.org/ej20/a1.html

REPKA, R., PČOLINSKÁ, A. and ŠIPOŠOVÁ, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F LINGUA.

Licensed methods online:

Helen Doron [online] https://helendoron.sk/site/

Hocus Lotus [online] https://www.hocus-lotus.sk/

Jolly Phonics [online] https://www.jollyphonics.sk/

Wattsenglish [online] https://www.wattsenglish.sk/

Recommended readings:

BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.

BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.

KUMARAVADIVELU, B. (2006). Understanding Language Teaching: From Method to Postmethod. New York: Routledge. (Chapters 8 and#9 – available online): https://fliphtml5.com/ajxnf/swsp/basic

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:**

**Last change:** 01.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KAJL/B-ANGde023/22 | **Course title:**<br>Selected Chapters from English Language Didactics |
| **Educational activities:**<br>**Type of activities:** seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Type, volume, methods and workload of the student - additional information**<br>Type of activities, scope (number of hours) and methods of educational activities:<br>Form of teaching: 2S<br>Teaching mode: in-person, combined<br>Scope (number of hours): 2 per week, 22 per semester<br>Student workload: 75 hours in total<br>Direct teaching = 22 hours, continuous home study = 11 hours, preparing a power-point presentation of a selected topic = 21 hours, seminar paper (critical analysis and reflection of a#selected topic) = 21 hours<br>Teaching methods:<br>Brief explanation of the material, brainstorming, dialogical methods (debate, discussion, colloquium), critical analysis | |
| **Number of credits:** 3 | |
| **Recommended semester:** 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>none | |
| **Course requirements:**<br>Course completion requirements:<br>Continuous assessment (100points/percent):<br>Presentation of a selected topic (theory + research findings + practical application) (50 points/ percent)<br>Seminar paper (50 points/percent)<br>Grading:<br>100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX<br>A (excellent performance)<br>B (very good)<br>C (good performance)<br>D (satisfactory performance)<br>E (sufficient performance)<br>FX (insufficient performance; additional work is required) | |

Scale of assessment (preliminary/final): Continuous assessment (100points/percent): Presentation of a selected topic (theory + research findings + practical application) (50 points/percent) Seminar paper (50 points/percent)

**Learning outcomes:**

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
Students know, can analyse and compare the complex theoretical background of traditional, humanizing, activating, innovative and alternative methods of foreign language teaching and the possibilities of their application in the current educational context in Slovakia (ISCED 1 – ISCED3); they know the basics of English didactics and the principles of the learner-centred approach and they understand their importance for the effectiveness of English language teaching and learning at the A1 – B2 levels according to the Common European Framework of Reference (CEFR).
Skills:
Students have developed basic didactic skills, they can analyse pedagogical situations and propose solutions to common problems in EFL teaching, they are able to give suggestions for appropriate intervention; students are familiar with relevant didactic materials, can analyse and select them in relation to teaching aims and objectives; students can actively use digital technologies to present professional issues, to give relevant arguments in order to deal with and support foreign language education.
Competences:
Students are familiar with professional linguodidactic texts, are able to independently acquire and correlate knowledge with regard to critical thinking and critical reading; students have developed the foundations of didactic competences leading to the humanization of EFL teaching; students are able to argue, present and defend their opinions and positions and have developed the prerequisites for active involvement in professional life in the field of foreign language education in the public and private institutional sectors.

**Class syllabus:**

Course contents:
(1) The position of grammar and vocabulary in Task-Based Language Teaching (TBLT) – Suggestopedia – Direct Method – Total Physical Response (TPR) – Communicative Language Teaching (CLT)
(2) The role of drills within the Audio-Lingual Method; Post-Communicative Period – analyses and critical reappraisals
(3) The role of teacher and learner in the context of the Post-Communicative Approach, principled eclecticism
(4) Innovative methods of teaching English to young learners (Helen Doron, Hocus Lotus, Wattsenglish, Jolly Phonics)
Within the individual presentation of a selected issue, a student will demonstrate knowledge as well as his/her presentation and argumentation skills. In the seminar paper, the student will demonstrate the level of his/her pedagogical-psychological thinking, competences and ability to critically analyse the selected issue. At the same time, s/he will propose suggestions for possible applications in the context of contemporary foreign language teaching and learning in Slovakia.
Through the above course content and the use of the above methods of education, the student acquires knowledge, develops his/her didactic skills and competences corresponding to the profile of a graduate of the Bachelor degree in the study programme of Teaching English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings:

DIDENKO, A.V. and PICHUGOVA, I. L. (2016). Post CLT or Post-Method: Major Criticisms of the Communicative Approach and the Definition of the Current Pedagogy. SHS web of Conferences, Vol. 28. [online] https://www.shs-conferences.org/articles/shsconf/pdf/2016/06/shsconf_rptss2016_01028.pdf

MELLOW, D. (2002). “Toward principled eclecticism in language teaching: The two-dimensional model and the centring principle”. Teaching English as a Second Language Electronic Journal, vol 5, no. 4 [online] http://tesl-ej.org/ej20/a1.html

REPKA, R., PČOLINSKÁ, A. and ŠIPOŠOVÁ, M. (2015). An Introductory Course in English Language Didactics. Bratislava: Z-F LINGUA.

Licensed methods online:

Helen Doron [online] https://helendoron.sk/site/

Hocus Lotus [online] https://www.hocus-lotus.sk/

Jolly Phonics [online] https://www.jollyphonics.sk/

Wattsenglish [online] https://www.wattsenglish.sk/

Recommended readings:

BROWN, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition. White Plains, NY: Pearson Education.

BROWN, H. D. (2015). Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th edition. White Plains, NY: Pearson Education.

KUMARAVADIVELU, B. (2006). Understanding Language Teaching: From Method to Postmethod. New York: Routledge. (Chapters 8 and#9 – available online): https://fliphtml5.com/ajxnf/swsp/basic

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:**

**Last change:** 01.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde019/22 | Social psychology for teachers |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZde003 Psychology for teachers 1
Prerequisites for successful completion of the course:
100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points.
Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in.
Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics.
A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.
A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.
A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.
By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.
The student after completing the course:
- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management.

**Class syllabus:**
Brief outline of the course:
1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

**Recommended literature:**

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268
GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.
KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793
LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.
MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736
PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

**Languages necessary to complete the course:**

Slovak, Czech and English

**Notes:**

Notes: students of the psychology teacher education programme (combined) do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 351

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,4 | 0,0 | 19,94 | 9,12 | 4,56 | 4,84 | 3,13 |

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde019/22 | Social psychology for teachers |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
Prerequisites: B-VUZde003 Psychology for teachers 1
Prerequisites for successful completion of the course:
100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points.
Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in.
Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics.
A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.
A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.
A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.
By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.
The student after completing the course:
- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management.

**Class syllabus:**
Brief outline of the course:
1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

**Recommended literature:**

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268
GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.
KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793
LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.
MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736
PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

**Languages necessary to complete the course:**

Slovak, Czech and English

**Notes:**

Notes: students of the psychology teacher education programme (combined) do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 351

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,4 | 0,0 | 19,94 | 9,12 | 4,56 | 4,84 | 3,13 |

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde026/22 | Social skills of teachers training |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 24s
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 509

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 91,94 | 0,0 | 2,36 | 0,39 | 0,39 | 0,0 | 4,91 |

**Lecturers:** doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD., Mgr. Petra Rapošová, PhD.

**Last change:** 22.04.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde026/22 | Social skills of teachers training |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 24s
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 509

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 91,94 | 0,0 | 2,36 | 0,39 | 0,39 | 0,0 | 4,91 |

**Lecturers:** doc. Mgr. Martin Kuruc, PhD., Mgr. Vladimíra Zemančíková, PhD., Mgr. Peter Ostradický, PhD., Mgr. Petra Rapošová, PhD.

**Last change:** 22.04.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde021/22 | Socio-educational training for teachers |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 24s
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
100% of continuous assessment
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
The grade D means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with external help looking for original and creative solutions to the tasks, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although he/she actively expresses his/her own opinion.
Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.
The student after completing the course:
- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most general errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

**Class syllabus:**
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the external world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.)..
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

**Recommended literature:**
KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804
KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411
KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5

KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L. (2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s. ISBN978-80-223-3655-0

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
Students of the study programme Psychology Teaching (combined) do not enrol in the course, the teaching is carried out in a block form.

**Past grade distribution**
Total number of evaluated students: 131

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 93,89 | 0,0 | 1,53 | 0,0 | 0,0 | 0,0 | 4,58 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde021/22 | Socio-educational training for teachers |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** **per level/semester:** 24s
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

**Course requirements:**
100% of continuous assessment
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
The grade D means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with external help looking for original and creative solutions to the tasks, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although he/she actively expresses his/her own opinion.
Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.
The student after completing the course:
- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most general errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

**Class syllabus:**
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the external world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.)..
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

**Recommended literature:**
KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804
KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411
KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5

KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L. (2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s. ISBN978-80-223-3655-0

**Languages necessary to complete the course:**
slovak and czech

**Notes:**
Students of the study programme Psychology Teaching (combined) do not enrol in the course, the teaching is carried out in a block form.

**Past grade distribution**
Total number of evaluated students: 131

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 93,89 | 0,0 | 1,53 | 0,0 | 0,0 | 0,0 | 4,58 |

**Lecturers:** Mgr. Miroslava Lemešová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KRoJL/B-ESPde005/22 | **Course title:**<br>Spanish Language System 1. |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 4 **per level/semester:** 52
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 4 hours per week seminar, total per semester 44 hours
Study method: combined (primary attendance)
Student workload:
A total of 150 hours of student work of which: in-person teaching = 44 hours; homework = 44 hours; continuous study of literature = 22 hours; test preparation = 40 hours.
Teaching methods: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, managed self-study – task solving and assignments

**Number of credits:** 6

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The results of the student will be evaluated in the form of an interim assessment of the work in the classroom, written tasks and the final examination from the theory and practical use of the language.
• The interim evaluation is 25%: 5% participation in classroom activities; 20% for ongoing homework on each topic. The fulfilment of the conditions for interim evaluation is not a condition for participation in the examination. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
• The final test represents 75 % of the evaluation. The examination consists of an oral theoretical part (25 %) and a written practical part (50 %). In order to successfully complete the subject, it is necessary to obtain at least 60 % of the evaluation of the theoretical part and at least 60% of the evaluation of the practical part of the test.
Evaluation of the oral examination:
• 23-25 points: the student is able to independently give a comprehensive view of the selected topic of educational content, while in addition to knowing the rich factual data that he/she can illustrate using specific examples of use, he will also demonstrate an understanding of the deeper contexts between them; when expressing himself/herself, he/she uses precise terminology, which he speaks in both Spanish and Slovak
• 20-22 points: the student is able to provide a comprehensive view of the selected topic of educational content using the investigator's auxiliary questions, while demonstrating an understanding of the deeper contexts between them, in addition to knowing the rich factual data

that he/she can illustrate using specific examples of use; when expressing himself/herself, he/she uses precise terminology, which he speaks in both Spanish and Slovak
• 17-19 points: the student can provide a partial view of the selected topic of educational content, demonstrating, in addition to knowing an adequate amount of factual data, an understanding of the basic context between them; can illustrate part of theoretical knowledge on examples; uses appropriate terminology when expressing both Spanish and Slovak
• 15-17 points: the student can provide a partial view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the basic factual data, the ability to point out the basic connections between them; he/she can illustrate part of theoretical knowledge on examples; he/she uses appropriate terminology when expressing himself/herself in both Spanish and Slovak
• 10-14 points: the student cannot even use the investigator's auxiliary questions to give a partial view of the selected topic of educational content, the student knows the basic factual data and the basic connections between them, but does not use the appropriate terminology when expressing himself/herself or does not control it in both Spanish and Slovak
• 5-9 points: the student cannot even give a partial view of the selected topic of educational content by means of auxiliary questions of the examiner, although he/she knows the basic factual data, but does not know the basic connections between them, does not use appropriate terminology when expressing
• 0-4 points: even with the help of the investigator's assistance questions, the student cannot give a partial view of the selected topic of educational content, because he/she does not know the basic factual data or the basic connections between them, he does not use appropriate terminology when expressing.
The overall evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic knowledge of Spanish language linguistics and to develop language competence.
Educational outcomes:
After successful completion of the course, the student
• has basic knowledge of the sound and grammatical structure of the language, with particular regard to the morphological system;
• he/she is orientated in linguistic disciplines dealing with individual language levels and mastering the relevant terminology;
• he/she can present theoretic knowledge of individual language phenomena in the form of a comprehensible and orderly interpretation;
• theoretic knowledge of individual language phenomena can be applied in practice;
• has adequate linguistic competence (phonological, orthoepic, ortographic and grammatical).
Completion of the course contributes to the achievement of competencies such as: communicative competence, ability to observe detail, ability to observe detail, ability to analyze and synthesis, ability to plan and organize their studies, the ability to expand and update knowledge by self-study.

**Class syllabus:**
• Language as system – general characteristics.

• Sound structure – phonemic system (sounds and phonetics, vocal and consonant system), suprasegmental phenomena (accent, melody, intonation). Phonetics and phonology.
• Morphological structure – morphemic structure of the word, types of morphemes, word types. Morphology.
• Nouns – characteristics, distribution, grammatical categories.
• Adjectives – characteristics, distribution, grammatical categories, graduation.
• Determinants – characteristic, division.
• Definite and indefinite articles.
• Numerals – characteristic, distribution.
• Pronouns – characteristic, division.
• Adverbs – characteristic, division.
• Prepositions – characteristic, division.
• Interjections – characteristic, division.
• Verbs – characteristic, distribution, grammatical categories, tenses (regular and irregular forms).

**Recommended literature:**

GÓMEZ-PABLOS CALVO, B. 2014. Španielske gramatiky za posledných 40 rokov : charakteristika a návrh klasifikácie. In: Hľadanie metódy v kontrastívnej lingvistike [CD-ROM]. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3772-4. S. 33-73.
GÓMEZ TORREGO, L. Gramática didáctica del español. Madrid: SM, 2016. 544 s. ISBN: 978-8820379025. (vybrané kapitoly)
MEDVECZKÁ, M. 2014. Kontrastívne gramatiky španielčiny na Slovensku a ich prístup k deskripcii slovesa v španielčine. In: Hľadanie metódy v kontrastívnej lingvistike. Bratislava: Univerzita Komenského, 2014. s. 74-98. ISBN 978-80-223-3772-4.
TRUP, L. 2001. Gramatika španielčiny I. Bratislava: Letra, 2001. 294 s. ISBN 8096781448. (vybrané kapitoly)

**Languages necessary to complete the course:**
Spanish and Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 83

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 26,51 | 0,0 | 32,53 | 10,84 | 9,64 | 3,61 | 16,87 |

**Lecturers:** PhDr. Mária Medveczká, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KRoJL/B-ESPde008/22 | **Course title:**<br>Spanish Language System 2. |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 4 **per level/semester:** 52
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: 4 hours per week seminar, total per semester 44 hours
Study method: combined (primary attendance)
Student workload:
A total of 150 hours of student work of which: in-person teaching = 44 hours; homework = 44 hours; continuous study of literature = 22 hours; test preparation = 40 hours.
Methods of education: interpretation, explanation, discussion, application of theoretical knowledge on practical examples, controlled self-study – solving tasks and assignments

**Number of credits:** 6

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The results of the student will be evaluated in the form of interim evaluation of the work on the classroom, written tasks and the final examination from the theory and practical use of the language.
• The interim evaluation is 25%: 5% participation in classroom activities; 20% ongoing homework on each topic. The fulfilment of the conditions for interim evaluation is not a condition for participation in the examination. The student is not entitled to corrective or substitute options for fulfilling the conditions of the interim evaluation, teachers can, if justified, postpone the deadline for the handover of individual assignments.
• The final test represents 75 % of the evaluation. The examination consists of an oral theoretical part (25 %) and a written practical part (50 %). In order to successfully complete the course, it is necessary to obtain at least 60 % of the assessment of the theoretical and at least 60 % of the evaluation of each part of the practical part of the examination.
Evaluation of the oral examination:
• 23-25 points: the student is able to independently give a comprehensive view of the selected topic of educational content, while in addition to knowing the rich factual data that he/she can illustrate using specific examples of use, he/she will also demonstrate an understanding of the deeper contexts between them; when expressing himself, he/she uses precise terminology in both Spanish and Slovak
• 20-22 points: the student is able to provide a comprehensive view of the selected topic of educational content using the investigator's auxiliary questions, while demonstrating an understanding of the deeper contexts between them, in addition to knowing the rich factual data

that he/she can illustrate using specific examples of use; when expressing himself, he uses precise terminology in both Spanish and Slovak
• 17-19 points: the student can provide a partial view of the selected topic of educational content, demonstrating, in addition to knowing an adequate amount of factual data, an understanding of the basic context between them; can illustrate part of theoretical knowledge on examples; uses appropriate terminology in both Spanish and Slovak
• 15-17 points: the student can provide a partial view of the selected topic of educational content using the investigator's auxiliary questions, demonstrating, in addition to knowing the basic factual data, the ability to point out the basic connections between them; heúshe can illustrate part of theoretical knowledge on examples; uses appropriate terminology in both Spanish and Slovak
• 10-14 points: the student cannot even use the investigator's auxiliary questions to give a partial view of the selected topic of educational content, the student knows the basic factual data and the basic connections between them, but does not use the appropriate terminology when expressing or does not control it in both Spanish and Slovak
• 5-9 points: the student cannot even give a partial view of the selected topic of educational content by means of auxiliary questions of the examiner, although he/she knows the basic factual data, but does not know the basic connections between them, does not use appropriate terminology when expressing
• 0-4 points: even with the help of the investigator's assistance questions, the student cannot give a partial view of the selected topic of educational content, because he/she does not know the basic factual data or the basic connections between them, he/she does not use appropriate terminology when expressing.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good – above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory – acceptable results),
E (69-60 %, sufficient – the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic knowledge of Spanish language linguistics and to develop language competence.
Educational outcomes:
After successful completion of the course, the student
• has basic knowledge of the grammatical and lexical system of the language, with particular regard to the morphosyntactic system;
• master the relevant terminology;
• he/she can present theoretic knowledge of individual language phenomena in the form of a comprehensible and orderly interpretation;
• theoretic knowledge of individual language phenomena can be applied in practice;
• has adequate linguistic competence (orthographic and grammatical).
Completion of the course contributes to the achievement of competencies such as: communicative competence, ability to observe detail, ability to observe detail, ability to analyze and synthesis, ability to plan and organize their studies, the ability to expand their knowledge by self-study.

**Class syllabus:**
• Verbs – time and tense. Past tense system, consecutio temporum.
• Verbs – category of mood. Indicative, Imperative, Conditional and Subjunctive mood.

• Impersonal verb forms. Infinitive, participle and gerund constructions.
• Conjunctions – characteristics, distribution
• Syntax – subject of study, basic terminology (syntagma, sentence constituents, sentence, clauses, predicate, complements, modifiers, agreement, binding)
• Sentence Structure and types of Sentences
• Main clauses – subject and predicate; types of predicate
• Constituents of a noun phrase.
• Constituents of a verb phrase.
• Simple, compound and complex sentences, semi-predicative constrictions, types of compound and complex sentences, coordinating and subordinating conjunctions.
• Types of dependent clauses (noun clauses)
• Types of dependent clauses (adjective clauses)
• Types of dependent clauses (adverbial clauses expressing condition, reason, time, purpose, concession, consequence, comparison).
• Lexical system (types of words and phrases, lexical morphology)

**Recommended literature:**

GÓMEZ-PABLOS CALVO, B. 2014. Španielske gramatiky za posledných 40 rokov : charakteristika a návrh klasifikácie. In: Hľadanie metódy v kontrastívnej lingvistike [CD-ROM]. Bratislava: Univerzita Komenského, 2014. ISBN 978-80-223-3772-4. p. 33-73.
GÓMEZ TORREGO, L. 2016. Gramática didáctica del español. Madrid: SM, 2016. 544 p. ISBN: 978-8820379025. (vybrané kapitoly)
MEDVECZKÁ, M. 2014. Kontrastívne gramatiky španielčiny na Slovensku a ich prístup k deskripcii slovesa v španielčine. In: Hľadanie metódy v kontrastívnej lingvistike. Bratislava: Univerzita Komenského, 2014. p. 74-98. ISBN 978-80-223-3772-4.
TRUP, L. 2001. Gramatika španielčiny I. Bratislava: Letra, 2001. 294 p. ISBN 8096781448. (vybrané kapitoly)

**Languages necessary to complete the course:**
Spanish and Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 70

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 15,71 | 0,0 | 25,71 | 20,0 | 8,57 | 18,57 | 11,43 |

**Lecturers:** PhDr. Mária Medveczká, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde038/22 | Specialised foreign language |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 122

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,2 | 0,0 | 21,31 | 6,56 | 2,46 | 2,46 | 9,02 |

**Lecturers:** PaedDr. Peter Gergel, PhD., PhDr. Mária Medveczká, PhD., PhDr. Mojmír Malovecký, PhD., doc. Tivadar Palágyi, PhD., Mgr. Zuzana Tóth, Dr.phil

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde038/22 | Specialised foreign language |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 122

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 58,2 | 0,0 | 21,31 | 6,56 | 2,46 | 2,46 | 9,02 |

**Lecturers:** doc. Tivadar Palágyi, PhD.

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KAJL/B-ANGde012/22 | **Course title:**<br>Survey of American Literature |
| **Educational activities:**<br>**Type of activities:** lecture + seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Type, volume, methods and workload of the student - additional information**<br>Type of activities, scope (number of hours) and methods of educational activities:<br>Form of teaching: 1L+1S<br>Teaching mode: in-person, combined<br>Scope (number of hours): 2 per week, 22 per semester<br>Student workload: 75 hours in total<br>Contact hours = 22 hours, continuous home preparation = 11 hours, preparation for the term tests or presentation = 10 hours, preparation for the exam = 32 hours<br>Teaching methods:<br>Brief presentation of lecture material, dialogical methods (debates, discussions), analysis of video recordings (filmed examples of works, relevant social events), heuristic method, presentation of individual opinions, guided self-study . | |
| **Number of credits:** 3 | |
| **Recommended semester:** 5. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Recommended prerequisites:**<br>none | |
| **Course requirements:**<br>Course completion requirements:<br>Continuous assessment (40 points/percent):<br>Mid-term test (20 points/percent)<br>End-of-term test (20 points/per cent)<br>The term tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, critically evaluate and contextualize it, or creatively elaborate the text for pedagogical application.<br>Final assessment (60 points/percent):<br>Written exam, which assesses students' theoretical knowledge of the subject, e.g. literary terminology, their practical application to a literary text, and broader context.<br>Grading:<br>100–95% A, 94–90% B, 89–85% C, 84–80% D, 79–75% E, 74–0% FX<br>A (excellent performance): The student knows the terminology and can apply it to unfamiliar texts, knows the origins and development of literary movements, genres of American literature, | |

representative works, and the social and pedagogical contexts of American and, to some extent, Anglophone literature of the period. The student understands the context and significance of literary movements and genres, can apply all terms to unfamiliar literary works. In the term tests, the student is knowledgeable in the interpretation of texts. In the oral exam, the student demonstrates the ability to creatively interpret, analyse, compare, and synthesize individual works in their theoretical contexts.
B (very good performance): The student is mostly aware of knowledge of the subdiscipline of American Literature listed in (A) with minor errors and inaccuracies, understands the vast majority of literary movements and genres of the period. In the term tests, the student is able to interpret the texts discussed with some minor mistakes. In the oral exam, the student demonstrates the ability to interpret, analyse, compare and synthesize individual works with occasional confusions or mistakes in language.
C (good performance): The student is reliably aware of the core knowledge of the sub-discipline of American literature with several errors and inaccuracies, understands most of the literary movements and genres of the period in question, can apply some terms to some unfamiliar literary works. In the term tests, the student is able to interpret the texts discussed with some major confusions and mistakes in language. In the oral exam, the student demonstrates the ability to partially interpret, analyse, compare, and synthesize most works with some major mistakes.
D (satisfactory performance): The student has some elementary command of the core knowledge of the subdiscipline of American literature with numerous errors and inaccuracies, understands some of the literary movements and genres of the period in question, cannot apply some terms to a familiar literary work, text. In the term tests, the student demonstrates some essential knowledge and its application, with numerous errors. In the oral exam, the student demonstrates the ability to partially interpret, analyse and compare most works.
E (sufficient performance): The student demonstrates some knowledge of the subdiscipline of American literature with numerous errors and inaccuracies, understands only some of the literary movements and genres, cannot apply terms to a familiar literary work. In the term tests, the student demonstrates minimal ability to interpret the texts discussed. In the oral exam, the student demonstrates the ability to partially interpret, analyse and compare some works.
FX (insufficient; additional work is required): The student does not have sufficient core knowledge of the sub-discipline of American Literature, or their knowledge is uncontextualized, with multiple errors and inaccuracies, does not understand the significance and impact of literary movements and genres of the period in question, and cannot apply the terms discussed to any familiar or unfamiliar literary work. In the term tests, the student fails to interpret the texts discussed. In the oral exam, the student fails to demonstrate the ability to interpret, analyse and compare works.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Mid-term test (20 points/percent) End-of-term test (20 points/per cent) The term tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, critically evaluate and contextualize it, or creatively elaborate the text for pedagogical application. Final assessment (60 points/percent): Written exam, which assesses students' theoretical knowledge of the subject, e.g. literary terminology, their practical application to a literary text, and broader context.

**Learning outcomes:**
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- The student is oriented to the sub-discipline of American Literature, i.e., understands the literary terminology and contextual background of the course.

- The student has acquired nuanced knowledge of the history, literature and culture of countries where English is used as a first language and knows its application potential in developing intercultural literacy.
- The student understands the significance and impact of the major literary movements in American and more broadly, Anglophone literature during the period in question.
- The student learns about the development of literary genres of poetry, prose, and drama in American and Anglophone literature, and the diachronic and synchronic relations of genres.
- The student is familiar with representative works of American literature.
- The student recognizes the prosodic features of text, imagery, tropes, and figures.
- The student is oriented to the pedagogical contexts of literature and the teaching of American literature of the pre-modern period.
- The student is familiar with the basic methodology of the use of literary text in the pedagogical process.

Skills:
- The student is able to work with fiction (primary) and nonfiction (secondary) literature.
- The student is able to critically analyse the cultural, social and political phenomena represented in literary works.
- The student can apply the principles of literary criticism.
- The student can understand and interpret the latest findings of the discipline, apply analytical-critical and linguistic thinking, leading to creativity and empathy.
- The student has developed the skills to communicate fluently about professional aspects of literature and culture in English at B2 level.
- The student acquires presentation and digital skills, can search for relevant information in digital environments and work in the digital learning environment Moodle.
- The student is familiar with the pedagogical potentials of working with literary texts in English language teaching.

Competences:
- The student is able to read and interpret literature (fiction and non-fiction) in English.
- The student is able to argue, present and defend his/her views and opinions.
- The student can plan and organise own learning, use self-study strategies,
- The student learns self-discovery strategies leading to deepening metacognitive awareness.
- The student acquires interpersonal skills, e.g. they can communicate effectively in a group and solve professional problems as a#team.
- The student acquires literary and intercultural competences.
- The student develops the prerequisites for active involvement in professional life.

**Class syllabus:**

Course contents:

Main themes of the course: Colonial beginnings, the early and late colonial periods, 18th-century political rhetoric, New England Renaissance, Transcendentalism, Romantic prose, Romantic poetry, the Gilded Age, experimentation with various forms of the novel, turn-of-the-century naturalism, psychological realism, emergence of modernism.

Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor’s degree in the study programme Teaching of English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings:

Primary sources according to the course requirements: B. Franklin: Autobiography, selected passages from Poor Richard's Almanach, Puritan writings from the 17th century, The Declaration of Independence, selected poems by E. Dickinson, W. Whitman and E. A. Poe (The Raven, Anabelle Lee), short stories by Poe (Tell-Tale Heart, The Cask of Amontillado), M. Twain: Adventures of T. Sawyer, Adventures of H. Finn, selected works of turn-of-the-century literature
JAVORČÍKOVÁ, J. (2017). A#Compendium of American Literature. Bratislava : Z-F LINGUA.
GREY, R. (2011). Brief History of American Literature. London: Wiley-Blackwell.
Recommended readings:
BRADBURY, M. and RULAND, R. (1992). From Puritanism to Postmodernism: A History of American Literature. London: Penguin Books.
GENETTE, G. (1980). Narrative Discourse. New York: Cornell University Press.
HIGH, P. B. (1986). An Outline of American Literature. Edinburgh: Longman.
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

**Languages necessary to complete the course:**
English, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 298

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 40,27 | 0,0 | 27,18 | 19,13 | 7,72 | 2,68 | 3,02 |

**Lecturers:** Mgr. Diana Židová, PhD.

**Last change:** 29.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde005/22 | Survey of English Literature |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 1L+1S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
75 hours in total, contact hours = 22 hours, continuous home preparation = 11 hours, preparation for the term tests = 10 hours, preparation for the written exam = 32 hours
Type of activities:
Brief presentation of lecture material, dialogical methods (debates, discussions), analysis of video recordings (filmed examples of works, relevant social events), heuristic method, presentation of individual opinions, guided self-study

**Number of credits:** 3

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:** PdF.KAJL/B-ANGde002/22 - Introduction to the Study of Anglophone Literature

**Recommended prerequisites:**
B-ANGde002 Introduction to the Study of Anglophone Literature

**Course requirements:**
Course completion requirements
Continuous assessment (40 points/percent):
Presentation (40 points/40%) or weekly term tests during the semester (10 tests in total, 40 points/ per cent)
Students write weekly tests on the material covered. The tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, to critically evaluate and contextualize it and to creatively elaborate the text for pedagogical application.
Final assessment (60 points/percent):
Final oral exam, which assesses the theoretical knowledge of students, e.g. literary terminology and its application to a literary text, awareness of the broader context.
Grading:
100–95% A, 94–90% B, 89–85%, C, 84–80% D, 79–75% E, 74–0% FX
A (excellent performance): The student has a core knowledge of the subdiscipline of English literature, and is proficient in representative works and the context of the social and pedagogical

implications of Anglophone literature of the period in question. The student understands the significance and impact of literary movements, is aware of fundamental genres, and can apply all the terms studied also to new literary works. The students demonstrates systemic knowledge and its application in the tests. In the oral exam, the student demonstrates comprehensive and systematic knowledge, the ability to independently analyse, interpret, compare and synthesize works.
B (very good performance): The student masters the knowledge of the sub-discipline of English Literature, listed in (A) with minor errors and inaccuracies, understands the vast majority of the significance and impact of literary movements and genres of the period in question. The student demonstrates systemic knowledge and its application, with minor errors, in the term tests. In the oral exam, the student proves complex and systematic knowledge, ability to analyse, interpret, compare and synthesize works independently.
C (good and reliable performance): The student masters a substantial part of the knowledge of the sub-discipline of English literature, with several errors and inaccuracies, understands most of the significance and impacts of literary movements and genres of the period in question, can apply some terms to specific unfamiliar literary works. The student demonstrates substantial knowledge in the term tests, with several errors. In the oral exam the student demonstrates extensive knowledge and the ability to adequately analyse, interpret, compare, and synthesize most works.
D (satisfactory performance): The student masters a substantial part of the knowledge of the sub-discipline of English literature, with numerous errors and inaccuracies, understands some of the significance and impacts of literary movements and genres of the period in question, cannot apply some terms to well-known literary works. In the term tests the student demonstrates some essential knowledge and its application, with numerous errors. In the oral exam the student demonstrates complex and systematic knowledge and a partial ability to analyse, interpret, compare and synthesize some works.
E (sufficient performance): The student has minimal knowledge of the subdiscipline of English literature, with numerous errors and inaccuracies, understands only some of the significance and impact of literary movements and genres, cannot apply the terms to well-known literary works. The student does not demonstrate substantial knowledge and application of knowledge in the term tests. In the oral exam the student demonstrates unsystematic knowledge, minimal ability to analyse, interpret, compare and partially synthesize some works.
FX (insufficient performance; additional work is required): The student does not know basics of the sub-discipline of English literature, or their knowledge is without context, with numerous errors and inaccuracies, does not understand the significance and impact of literary movements and genres of the period in question, cannot apply the studied terms to any literary work. In the term tests, the student fails to demonstrate essential knowledge and its application. In the oral exam, the student fails to demonstrate systematic knowledge, the ability to analyse, interpret, compare and synthesize works.
Scale of assessment (preliminary/final): Continuous assessment (40 points/percent): Presentation (40 points/40%) or weekly term tests during the semester (10 tests in total, 40 points/per cent)
Students write weekly tests on the material covered. The tests assess students' ability to cope with literary texts, that is, their ability to systematically analyse a literary text, to critically evaluate and contextualize it and to creatively elaborate the text for pedagogical application. Final assessment (60 points/percent): Final oral exam, which assesses the theoretical knowledge of students, e.g. literary terminology and its application to a literary text, awareness of the broader context.

**Learning outcomes:**
Objectives and learning outcomes
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:

- The student is oriented in the sub-discipline of "English Literature", i.e. he/she understands the literary terminology and the contextual background of the course.
- The student acquires nuanced knowledge of the history, literature, culture and realities of countries where English is used as a mother tongue and knows their application potential in developing intercultural literacy.
- The student understands the significance and impact of the main literary movements in English (more broadly speaking, Anglophone) literature in the period in question.
- The student learns about the development of literary genres of poetry, prose and drama in English (Anglophone) literature, as well as the diachronic and synchronic relations of genre.
- The student becomes familiar with representative works of English literature of the period in question.
- The student recognises the prosodic features of texts, visual devices, tropes and figures.
- The student becomes familiar with the pedagogical contexts of literature and the educational potentials of teaching English literature.
Skills:
- The student critically evaluates cultural, social and political phenomena portrayed in literary works.
- The student is able to work with fiction (primary) and non-fiction (secondary) literature, and learns about the principles of literary criticism.
- The student can analyse the latest findings of the discipline, apply analytical-critical and linguistic thinking, leading to creativity and empathy.
- The student develops the skills to communicate fluently on professional aspects of literature and culture in English at B2 level.
- The student acquires presentation and digital skills, is able to search for relevant information in the digital environment and to work in the digital learning environment Moodle.
- The student learns how to work with literary texts in English language teaching.
Competences:
- The student is able to read and interpret literature (fiction and non-fiction) in English.
- The student is able to argue, present and defend his/her views and opinions, communicate effectively in a group and solve professional problems as a#team.
- The student can plan and organise his/her own learning, use self-study strategies.
- The student masters self-knowledge strategies leading to deepening metacognitive awareness.
- The student gains intercultural competences.
- The student develops the prerequisites for active involvement in professional life.

**Class syllabus:**

Course contents:
Main themes of the course: Literature of the Old and Middle English periods, English Renaissance literature, 17th- century literature and the Enlightenment, the origins and rise of the novel, major representatives of the 18th-century novel, Romanticism in poetry and fiction, the Victorian period and realist fiction. The fin de siècle and the origins of modernism.
Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings
Primary texts according as required by the teacher

JAVORČÍKOVÁ, J. (2015, revised edition in 2017). A Compendium of English Literature: An Annotated Companion to English Literature and Literary Theory. Banská Bystrica: Vydavateľstvo Univerzity Mateja Bela – Belianum.
KARÁTH, T. (2021). An Outline of the History of English Literature from the Beginnings to the Late 19th Century: With Exercises and Suggestions for Pedagogical Applications. Bratislava: Z-F Lingua.
PECK, J. and COYLE, M. (2013). A Brief History of English Literature. 2nd edition. Palgrave Macmillan, Chapters 1–12 (pages 1–223).
Recommended readings
ALEXANDER, M. (2000). A History of English Literature. London: Macmillan.
BAŠTÍN J., OLEXA, J., and STUDENÁ, Z. (1993). Dejiny anglickej a americkej literatúry. Bratislava: Obzor.
CARTER, R. and McRAE, J. (1997). History of Literature in English. Britain & Ireland. London: Routledge.
KOSTELNÍKOVÁ, M. (2011). English Literature I. Bratislava: Z-F Lingua.
STŘÍBRNÝ, Z. (1988). Dějiny anglické literatury. Praha: SPN.
These resources are available in Slovak libraries and bookstores, as well as on the free internet.

**Languages necessary to complete the course:**
English, Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 582

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 17,01 | 0,0 | 14,78 | 15,12 | 15,98 | 23,54 | 13,57 |

**Lecturers:** Dr. habil. Tamás Karáth, PhD.

**Last change:** 27.09.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde006/22 | Survey of the History of Spanish Literature 1. |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 4 **per level/semester:** 52
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 4 hours per week; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: a total of 150 hours of student work
44 hours of in-person teaching, 22 hours of continuous home preparation for class, sub-tasks; 32 hours preparation of the seminar work and its presentation in the classroom; 52 hours test preparation.
Teaching methods: lecturing, interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 6

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the subject is active participation classroom activities and performance of ongoing tasks during the semester, writing of seminar work and its oral presentation in the form of a report and final examination.
· Active participation in classroom activities and performance of ongoing tasks, 22 % evaluation.
During the semester, the student is invited to actively participate in discussions and interviews on the topic being discussed. During the semester, he receives partial tasks, the control and evaluation of which is carried out orally in the classroom.
· Preparation and preparation of seminar work and its presentation in the form of a report, 28 % evaluation, of which 14 % written processing, 14 % oral presentation.
At the beginning of the course, the student chooses a theme from the course topics, which he/she prepares during the semester and presents it in the specified lesson in the form of a report. Part of the work should be the design of didactic processing of the selected literary theme.
· The subject ends with a written exam – a test from the topics of literature from the Middle Ages to Pre-Romantism, 50% of the rating.
At the final exam, the student will demonstrate an overview knowledge of literature of older periods in Spanish, can explain the main literary tendencies of these periods, demonstrate basic educational skills and the ability to obtain information and understand it in their mutual context.

At least 60% of the total scoring must be obtained for successful completion of the course. A necessary condition for the completion of the course is the preparation and handover of the seminar work and its presentation in the form of a department.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)
A – excellent performance, the student has acquired an overview knowledge of the history of literature at an excellent level, can explain the main literary tendencies of literature of older periods in the Spanish language, he/she knows the most important representatives and works of literature in the Spanish language, he/she can explain the interrelationships between literary phenomena. The student has demonstrated basic educational skills and the ability to independently search for and obtain information, is able to express his/her own opinion and justify it with arguments. The seminar work was prepared and submitted on time, it is elaborated at an excellent level in terms of content and formal, it is characterized by suitable structure, originality and linguistic correctness. During the oral presentation of the seminar work the student was able to present the topic clearly and logically, he/she proceeded systematically, worked creatively and originally with literary text. The student was able to incorporate into the presentation a didactic component, he/she observed the time parameters, his oral expression is smooth and cultivated. He/she actively participated in discussions and discussions on the topic discussed throughout the teaching period, showed the ability to argue and express his/her own opinion in discussions, regularly and responsibly performed the assigned tasks. The student showed excellent communication competence in the Spanish language, he/she is able to express himself and formulate complex ideas accordingly, he/she has demonstrated the ability to understand artistic texts in Spanish.
B – performance at the level of above average standard, the student has acquired an overview knowledge of the history of literature at the standard level with slight deviations, can explain the main literary tendencies of literature of older periods, he/she knows the most important representatives and works, but has shortcomings in linking the connections between literary phenomena. He/she can express its own opinion and formulate it accordingly. The student demonstrated basic educational skills and the ability to independently search for and obtain information. The seminar work was prepared and submitted on time, it is processed at a standard level, both formally and in content, characterized by linguistic correctness, appropriate structure, albeit a lesser degree of originality. When oral presentation of the department, the student presented the interpretation of the topic clearly and logically, but less systematically, the student worked with the literary text, but to a lesser extent incorporated the didactic component into it. He/she complied with the time parameters of the presentation, his/her oral expression is smooth and cultivated, but there may be linguistic deficiencies. He/she regularly participated in discussions and discussions on the subject being discussed, but with less involvement in reasoning and expressing his own attitudes. He/she regularly performed his tasks on an ongoing basis. The student has shown excellent communication competence in Spanish, is able to express himself and formulate ideas accordingly, has demonstrated the ability to understand artistic texts in Spanish.
C – good performance, the student has acquired an overview knowledge of the history of literature at the level of reliable work, knows the main literary tendencies of literature of older periods in the Spanish language, knows the most important representatives of literature, but has some shortcomings in knowledge of specific works and in the connection of connections between literary phenomena. It can express its own opinion and formulate it accordingly. The student demonstrated

basic educational skills and the ability to independently search for and obtain information. The seminar work has been prepared and submitted on time, it is processed reliably, but contains some unbalanced components in content, formal or linguistic terms. During the oral presentation of the department, the student presented the interpretation of the topic clearly, but to a lesser extent showed creativity in working with literary text and incorporating the didactic component. He/she adhered to the time parameters of the presentation, his oral expression is smooth, but there may be minor linguistic deficiencies. He/she was less active and less regularly involved in discussions and discussions on the subject being discussed. Its activity in the performance of interim tasks during the semester is reduced.

D – sufficient performance, the student acquired an overview knowledge of the history of literature at an acceptable level, showed sufficient knowledge of literary tendencies of literature of older periods, but has certain shortcomings in knowledge of specific authors and works and in the connection of connections between literary phenomena. The student showed a lower level of interest in independent search for information and independent individual study, but gained sufficient knowledge of the content of education. The seminar work has been prepared and submitted in a timely manner, but may contain content, formal or linguistic shortcomings. He/she presented the report to an acceptable level, with less involvement of creativity in working with literary text. His/her activity during the semester is reduced, he/she shows no interest in formulating his own ideas and arguing that there is no connection between the learned.

E – sufficient performance, the student acquired knowledge meeting the criteria at the level of minimum sufficiency, showed a lower level of interest in independent search of information and in independent individual studies, but acquired basic knowledge of the content of education. During the semester his/her performances were fluctuating, his/her participation in discussions and his performance of ongoing tasks were not characterized by regularity. Although the student submitted the seminar work and presented the report at an acceptable level, he/she showed gaps in the content of knowledge from the history of literature, which are verified at the final written examination.

Fx – unacceptable performance, the student did not sufficient adopt the curriculum, did not demonstrate a sufficient degree of acquired knowledge and did not demonstrate sufficient ability in independent study. During the semester, he/she did not perform adequately, did not engage regularly in discussions and did not regularly perform ongoing tasks. Although the student submitted the seminar work and presented the paper, he/she showed insufficient knowledge of the curriculum content verified at the final written examination.

**Learning outcomes:**

The aim of the course is to acquire a basic knowledge of the history of older literature in the Spanish language and to be able to transfer them to the teaching process in didacticised processing.

Educational outcomes:

After successful completion of the course student:

· obtains a basic overview of the development of Spanish written literature from the first literary texts to the beginning of the 19th century,

· can explain the main tendencies and literary directions of literature of older periods,

· can recognize the most important representatives and knows representative works of older literature in Spanish,

· has the ability to obtain and understand information in relation to each other,

· develops the abilities of creative didactizing processing of literary issues and presentation of the results of his work,

· has developed basic learning skills.

After successful completion of the course, the student should have a basic overview of the Spanish literature from the beginning to the beginning of the 19th century.

Completion of the course contributes to the development of communication competence in Spanish and specifically to the ability to understand artistic texts in Spanish.

**Class syllabus:**
Medieval poetry. The art of clerics. Heroic epic.
The origins of prose in the Middle Ages.
Literature of the late Middle Ages.
The development of the novel from the Renaissance to the Baroque.
Poetry in the period of Humanism and the Renaissance.
Poetry of baroque style.
The theater of the Golden Age.
18th-century literature. From Classicism to Preromantism.

**Recommended literature:**
BARROS LORENZO, R., GONZÁLEZ PINO, A. M. FREIRE HERMIDA, M. 2006. Curso de literatura, español lengua extranjera. Madrid: Edelsa. 170 p. ISBN 978-84-7711-620-2.
BOJNIČANOVÁ, R. Panorama de la literatura española. Bratislava: Univerzita Komenského, 2015. 120 p. ISBN 978-80-223-4028-1.

**Languages necessary to complete the course:**
Spanish and Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 71

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 45,07 | 0,0 | 26,76 | 16,9 | 4,23 | 4,23 | 2,82 |

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde009/22 | Survey of the History of Spanish Literature 2. |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 4 **per level/semester:** 52
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: seminar 4 hours per week; total per semester 44 hours
Study method: combined (primary attendance)
Student workload: a total of 150 hours of student work
44 hours of in-person teaching, 22 hours of continuous home preparation for class, sub-tasks; 32 hours preparation of the seminar work and its presentation in the classroom; 52 hours test preparation.
Teaching methods: lecturing, interpretation, discussion of the topic discussed, interview, work with the professional text, critical analysis of texts and comparison, problem solving of tasks, controlled self-study

**Number of credits:** 6

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in classroom activities and performance of ongoing tasks during the semester, writing of seminar work and its oral presentation in the form of a report and final examination of the contents of the course.
· Active participation in classroom activities and performance of ongoing tasks, 22 % evaluation.
During the semester, the student is invited to actively participate in discussions and interviews on the topic being discussed. During the semester, he receives partial tasks, the control and evaluation of which is carried out orally in the classroom.
· Preparation and preparation of seminar work and its presentation in the form of a report, 28 % evaluation, of which 14 % written processing, 14 % oral presentation.
At the beginning of the course, the student chooses a theme from the course topics, which he/she prepares during the semester and presents it in the specified lesson in the form of a report. The aim of the work is to prove that it can adapt the acquired knowledge into didactic processing of the contents of Spanish literature and present it in an appropriate way.
· The subject ends with a written examination – a test from the 19th and 20th centuries of literature, 50% of the evaluation.
At the final exam, the student will demonstrate an overview knowledge of 19th and 20th century literature in Spanish, he/she can explain the main trends of literary directions of literature of these periods, demonstrate basic educational skills and the ability to obtain information and interprete it.

At least 60% of the total scoring must be obtained for successful completion of the course. A necessary condition for the completion of the course is the preparation and handover of the seminar work and its presentation in the form of a report.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good – above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory – acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)
A – excellent performance, the student has acquired an overview knowledge of the history of literature at an excellent level, he/she can explain the main literary tendencies of 19th and 20th century literature written in Spanish, he knows the most important representatives and works of literature of the periods taken over, he can explain the interrelationships between literary phenomena. The student has demonstrated basic educational skills and the ability to independently search for and obtain information, is able to express his/her own opinion and justify it with arguments. The seminar work was prepared and submitted on time, it is elaborated at an excellent level in terms of content and formal, it is characterized by suitable structure, originality and linguistic correctness. During the oral presentation of the report, the student presented the topic clearly and logically, proceeded systematically, worked creatively and originally with literary text, he/she incorporated into the presentation a didactic component, observed the time parameters, his/her oral expression is smooth and cultivated. He/she actively participated in discussions and discussions on the topic discussed throughout the teaching period, showed the ability to argue and express his/her own opinion in discussions, regularly and responsibly performed the assigned tasks. The student showed excellent communication competence in the Spanish language, he/she is able to express himself and formulate complex ideas accordingly, he/she has demonstrated the ability to understand artistic texts in Spanish.
B – performance at the level of above-average standards, the student has acquired an overview knowledge of the history of literature at the standard level with slight deviations, can explain the main literary tendencies of literature of the 19th and 20th centuries, he/she knows the most important representatives and works, but has shortcomings in linking the connections between literary phenomena. He/she can express his/her own opinion and formulate it accordingly. The student demonstrated basic educational skills and the ability to independently search for and obtain information. The seminar work was prepared and submitted on time, it is processed at a standard level, both formally and in content, it is characterized by linguistic correctness, appropriate structure, albeit a lesser degree of originality. His/her oral presentation of the paper is clear and logic but less systematical, the student worked with the literary text, but to a lesser extent incorporated the didactic component into it. He/she complied with the time parameters of the presentation, his/her oral expression is smooth and cultivated, but there may be linguistic deficiencies. He/she regularly participated in discussions and discussions on the subject being discussed, but with less involvement in reasoning and expressing his/her own attitudes. He regularly performed his tasks on an ongoing basis. The student has shown excellent communication competence in Spanish, is able to express himself/herself and formulate ideas accordingly, has demonstrated the ability to understand artistic texts in Spanish.
C – good performance, the student has acquired an overview knowledge of the history of literature at the level of reliable work, knows the main literary tendencies of literature of older periods in the Spanish language, knows the most important representatives of literature, but has some shortcomings in knowledge of specific works and in the connection of connections between literary phenomena. He/she can express his/her own opinion and formulate it accordingly. The

student demonstrated basic educational skills and the ability to independently search for and obtain information. The seminar paper has been prepared and submitted on time, it is processed reliably, but contains some unbalanced components in content, formal or linguistic terms. His/her oral presentation of the paper was clear, but with lower degree of creativity when it comes to working with literary text and to incorporating the didactic component. He/she adhered to the time parameters of the presentation, his/her oral expression is smooth, but there may be minor linguistic deficiencies. He/she was less active and less regularly involved in discussions and discussions on the subject being discussed. His/her activity in the performance of interim tasks during the semester is reduced.

D – sufficient performance, the student acquired an overview knowledge of the history of literature at an acceptable level, showed sufficient knowledge of literary tendencies of literature of older periods, but has certain shortcomings in knowledge of specific authors and works and in the connection of connections between literary phenomena. The student showed a lower level of interest in independent search for information and independent individual study, but gained sufficient knowledge of the content of education. The seminar work has been prepared and submitted on time but with some content, formal or linguistic shortcomings. He/she presented the paper to an acceptable level, with less involvement of creativity in working with literary text. His/her activity during the semester is reduced, he/she shows no interest in formulating his/her own ideas and arguing that there is no connection between the learned.

E – sufficient performance, the student acquired knowledge meeting the criteria at the level of minimum sufficiency, showed a lower level of interest in independent search of information and in independent individual studies, but acquired basic knowledge of the content of education. During the semester his/her performances were fluctuating, his/her participation in discussions and his performance of ongoing tasks were irregular. Although the student submitted the seminar work and presented the paper at an acceptable level, he/she showed gaps in the content of knowledge from the history of literature, which are verified at the final written examination.

Fx – unacceptable performance, the student did not sufficient adopt the curriculum, did not demonstrate a sufficient degree of acquired knowledge and did not demonstrate sufficient ability in independent study. During the semester he/she did not perform adequately, did not engage regularly in discussions and did not regularly perform ongoing tasks. Although the student submitted the seminar work and presented the paper, he/she showed insufficient knowledge of the curriculum content verified at the final written examination.

**Learning outcomes:**

The aim of the course is to acquire basic knowledge of the history of 19th and 20th century Spanish literature and to be able to transfer them to the teaching process in didactized processing.

Educational outcomes:

After successful completion of the course, the student:

· obtains a basic overview of the development of Spanish written literature of the 19th century and the 20th century,

· can explain the main trends and literary directions,

· can recognize the most important representatives and works of literature in the Spanish language,

· has the ability to obtain and understand information in relation to each other,

· be able to adapt the acquired knowledge into the didactic processing of the contents of Spanish literature and present it in an appropriate manner,

· has a broader developed basic learning skills.

After successful completion of the course, the student should have a basic overview of the history of literature in Spanish in the period of the 19th and 20th centuries.

Completion of the course contributes to the development of communication competence in Spanish and specifically to the ability to understand artistic texts in Spanish.

**Class syllabus:**
Development of individual literary genres in the 19th century.
The poetry of Romanticism.
Realistic and naturalistic novel.
Symbolism of poetry.
Development of individual literary genres in the 20th century.
New forms of novel, poetry and drama in the context of the history of literature written in Spanish.

**Recommended literature:**
BARROS LORENZO, R., GONZÁLEZ PINO, A. M. FREIRE HERMIDA, M. 2006. Curso de literatura, español lengua extranjera. Madrid: Edelsa. 170 p. ISBN 978-84-7711-620-2
BOJNIČANOVÁ, R. 2015. El Romanticismo en las literaturas de España. Bratislava: Vydavateľstvo UK. 194 p. ISBN 978-80-223-3926-1.
BOJNIČANOVÁ, R. 2015. Panorama de la historia de la literatura española. Bratislava: Vydavateľstvo UK. 122 p. ISBN 978-80-223-4028-1.
FRANCO, J. 2006. Historia de la literatura hispanoamericana. A partir de la Independencia. 7. vyd., Barcelona: Ariel, 1973. 398 p. ISBN 84-344-8315-7.

**Languages necessary to complete the course:**
Spanish and Slovak

**Notes:**

**Past grade distribution**
Total number of evaluated students: 65

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 33,85 | 0,0 | 21,54 | 16,92 | 15,38 | 10,77 | 1,54 |

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., PhDr. Mária Medveczká, PhD., Mgr. Radana Štrbáková, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde009/22 | Teaching practice (A) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist for evaluation in print or electronic form (as agreed with the practice methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

**Class syllabus:**
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization - pre-praxis meeting: defining the objectives, methods and focus of the hospitalization.
The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of Communication in education, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.
The final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

**Recommended literature:**
Reference sources:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učitelské praxe – současné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4
The national curriculum for ISCED 2 and ISCED 3.
Pedagogical documentation

**Languages necessary to complete the course:**
slovak language

**Notes:**
The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical basics of education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**
Total number of evaluated students: 1400

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 62,71 | 0,0 | 27,07 | 5,79 | 0,79 | 0,57 | 3,07 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde009/22 | Teaching practice (A) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student completes an introductory practice seminar with the practice methodologist and a hospitality in a primary or secondary school according to the subject/subject specialization of the practice in the range of 10 - 20 hours. The student will keep a practice portfolio of the hours of hospitalisation, which he/she will submit to the practice methodologist for evaluation in print or electronic form (as agreed with the practice methodologist). The final assessment takes the form of a colloquium. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A - excellent results: the student is able to apply procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Teaching Practicum (A) is to initiate the professional vision of male and female student teachers, particularly in terms of descriptive and identification. After completing the course, the student knows and can navigate in school documentation, can process the record of the educational unit hospitalization, can describe educational phenomena (elements of communication in the learning group, individual differences of pupils, phenomena of the dynamics of the learning group), can identify the individual educational goals, methods, forms, principles and content elements of education. The aim of the course is also to observe and analyse the manifestations of the teacher's personality and the classroom environment. The student will be able to distinguish and evaluate the application of positive and negative evaluation in teaching, be able to identify non-standard educational situations and evaluate the effectiveness of their solution.

**Class syllabus:**
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization - pre-praxis meeting: defining the objectives, methods and focus of the hospitalization.
The implementation phase of hospitalization - own observation of the educational process and processing of the hospitalization portfolio with emphasis on aspects of Communication in education, elements of communication, individual differences of pupils, phenomena of the dynamics of the learning group, educational goals, methods, forms, principles and content elements of education, manifestations of the teacher's personality and the classroom environment, positive and negative evaluations in teaching, non-standard educational situations.
The final phase of the hospitalization - post-hospitalization colloquium: analysis of the practice portfolio, reflection and interpretation of the observed educational phenomena. Familiarisation with the school documentation: state and school curriculum, electronic class book, online student book, Edupage information system. Educational standards, individual education plans, etc.

**Recommended literature:**
Reference sources:
Compulsory reading:
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.

KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. 2016. Učitelské praxe – současné poznatky a perspektivy. Brno. 2016. Masarykova univerzita. ISBN 978-80-210-8274-8
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5231-4
The national curriculum for ISCED 2 and ISCED 3.
Pedagogical documentation

**Languages necessary to complete the course:**
slovak language

**Notes:**
The student enrolls in Teaching practice (A) concurrently with the course or after completing the course Theoretical basics of education. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**
Total number of evaluated students: 1400

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 62,71 | 0,0 | 27,07 | 5,79 | 0,79 | 0,57 | 3,07 |

**Lecturers:** prof. PhDr. Mária Potočárová, PhD., Mgr. Vladimíra Zemančíková, PhD., PaedDr. Eva Labudová, PhD., prof. PaedDr. Ján Danek, CSc.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

# COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde010/22 | Teaching practice (B) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student will attend a colloquium to evaluate and reflect on the teaching practice.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

**Class syllabus:**
Brief outline of the course:
The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.
Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, Communication in education, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.
Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

**Recommended literature:**
Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 101 s. ISBN 978-80-7097-904-4.
KOMENSKÝ, J. A. (1954). Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
KOSTRUB, D., SEVERINI, E. Portfólio v pedagogickej praxi študenta. In: ŠVEC, V., LOJDOVÁ, K., PRAVDOVÁ, B. 2016. Učitelské praxe – současné poznatky a perspektivy.

Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 https://munispace.muni.cz/library/catalog/book/829
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov: Rokus. 370 s., ISBN 978-80-8951-061-0
KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6
KOSTRUB, D., OSTRADICKÝ, P. (2016). Participative didactics as an inspiration for students. In INWENCJA W EDUKACJI DZIECI, MLODZIEZY I DOROSLYCH, 2016, s. 428-438. ISBN 978-83-941235-5-0.
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4
National curriculum for ISCED 2 and ISCED 3

**Languages necessary to complete the course:**
slovak, english and czech

**Notes:**
The student enrolls in Pedagogical Practice (B) concurrently with the course or after completing the course General Didactics. Pedagogical Practices are carried out on dates determined by the schedule of the academic year of the Faculty of Arts of Charles University and are preceded by an introductory instructional session with the student's practice methodologist.

**Past grade distribution**
Total number of evaluated students: 1125

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,07 | 0,0 | 25,42 | 12,71 | 4,71 | 2,49 | 1,6 |

**Lecturers:** prof. PaedDr. Dušan Kostrub, PhD., Ing. Eva Tóblová, PhD., PhDr. Dušan Damián Brezány, Mgr. Peter Ostradický, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

# COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde010/22 | Teaching practice (B) |

**Educational activities:**
**Type of activities:** practice
**Number of hours:**
**per week:** **per level/semester:** 1t
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist, and will complete at least 10 hours of hospitalization at a primary or secondary school according to the subject/content specialization. The student will keep a personal portfolio of teaching practice from the hours of hospitalization. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The portfolio is submitted by the student to the Practice Methodologist for evaluation, and at the end of the portfolio the student will attend a colloquium to evaluate and reflect on the teaching practice.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

**Learning outcomes:**
Learning outcomes and transferable competences:
The goal of Teaching Practice B is to initiate students' professional vision at the level of descriptive and identification. After completing the pedagogical practice B, the student knows and can work with pedagogical documentation, can process the record of the teaching unit hospitalization. Identifies the main objectives, methods, forms and phases of the teaching process. Can describe the elements of communication and classroom dynamics.

**Class syllabus:**
Brief outline of the course:
The aim of teaching practice B is to enable students to observe the teaching process from the perspective of a future teacher. During the practicum, students observe the teaching process of the practicing teachers and, on the basis of theoretical knowledge of general didactics, analyse the teaching process in its entirety and, in the final reflection, formulate a characterisation of the observed teaching, the working atmosphere, evaluate the pedagogical competence of the practicing teachers, point out the positives and negatives, propose their own solutions and describe suggestions for change, and give their own reflections on the profession of teaching, where they are in relation to the observed teaching process.
Preparatory phase for the practice: pre-practicum seminar, definition of requirements for the implementation of the practice, preparation and study of hospitality sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
The implementation phase of the practice: self-observation of the teaching process, processing of hospitality sheets with emphasis on aspects of objectives, methods, Communication in education, teacher and pupils' activities, identification of teaching phases, cognitive functions, pupils' activity and activation, and a comprehensive record of the teaching process.
Evaluation phase of practice: interpretation of observed educational phenomena, analysis of the hospital portfolio, reflection on the pedagogical practice B.

**Recommended literature:**
Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7.
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Brno: Masarykova univerzita. ISBN 978-80-210-8274-8 https://munispace.muni.cz/library/catalog/book/829
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KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6
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KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. 28 s. ISBN 978-80-210-9581-6 https://www.phil.muni.cz/do/fi/is/sebehodnotici_nastroj/Standard-kvality-profesnich-kompetenci.pdf
STRAKOŠ, J. 2021. Mimovyučovacie činnosti učiteľa v škole: Metodika stáže A. Bratislava: Univerzita Komenského, 2021, 30 s., (1,45 AH), ISBN 978-80-223-5231-4
National curriculum for ISCED 2 and ISCED 3

**Languages necessary to complete the course:**
slovak, english and czech

**Notes:**
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**Past grade distribution**
Total number of evaluated students: 1125

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 53,07 | 0,0 | 25,42 | 12,71 | 4,71 | 2,49 | 1,6 |

**Lecturers:**

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde035/22 | The Culture of Anglophone Countries |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, home preparation for class (reading assigned texts, working on online quizzes) = 23 hours; presentation of a topic of the culture of English-speaking countries = 10 hours; preparation for the final assessment = 20 hours
Teaching methods:
Discussion and critical analysis of journal articles and theoretical works; dialogical methods (debate, discussion); group work; comparison of variations in Anglophone countries; brainstorming on pedagogical applications of selected cultural phenomena; media presentations of cultural themes; critical reflection on presentations; e-learning (online quizzes before class)

**Number of credits:** 3

**Recommended semester:** 3.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
Continuous assessment (100%):
Online quizzes – not graded
A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class.
Presentation of a topic from the culture of English-speaking countries (30 points/percent)
Active participation in class discussions (10 points/percent)
Portfolio (60 points/percent):
Submission of a portfolio containing four of the following assignments:
- A summary of two class discussions
- A review of one scholarly study related to any aspect of the course
- An essay on the pedagogical application of any topic or work related to the class topic

- A critical review of an iconic film related to Canadian, Australian or South African culture,
- An interview with a contemporary Canadian, Australian or South African artist or scholar of cultural studies
- Reflection on how the course has contributed to a better understanding of English-speaking cultures
- Exploration of the cultural relations between Slovakia and a selected English-speaking country, focusing on the presence of the culture of the selected country in Slovakia
- Preparation of a proposal for a Canadian/Australian/South African Culture Day to be held at Comenius University with a detailed description of the program and a rationale for the choice of program (or the same at the high school)

Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student has profound knowledge of themes and works related to the cultural heritage of English-speaking countries, understands the complex relationships between majority and minority cultures, can independently analyse and present selected texts in their contexts, reflects critically on classroom discussions, has an excellent ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation.

B (very good performance): The student has a solid understanding of themes and works related to the cultural heritage of English-speaking countries, understands the relationship between majority and minority cultures, can independently analyse and present selected texts in their contexts with minor interpretive errors, is able deduce important conclusions from class discussions, has a good ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation.

C (good performance): The student has a good understanding of themes and works related to the cultural heritage of English-speaking countries, mostly understands the relationship between majority and minority cultures, can analyse and present selected texts in their contexts to some extent, selectively understands the main conclusions of class discussions, has some ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation, three of the four portfolio assignments are acceptable.

D (satisfactory performance): The student has sufficient knowledge of themes and works related to the cultural heritage of English-speaking countries, has a limited understanding of the relationship between majority and minority cultures, and analyses and presents selected texts in their contexts without adequate critical reflection and clarity, can understand only a#few ideas raised in class discussions, has minimal ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation, two of the four portfolio assignments are acceptable.

E (sufficient performance): The student has minimal knowledge of themes and works related to the cultural heritage of English-speaking countries, has a reduced understanding of majority and minority cultures, presents selected texts without analysis, summarizes class discussions superficially without due arguments, is unable to elaborate on the use of culture in teaching or cultural mediation, only one of the four portfolio assignments is acceptable.

FX (insufficient performance; extra work is required): The student presents inadequate or no research on the chosen topic, the quality of the written work is inadequate or not presented, the results do not meet the criteria specified for Grades A, B, C, D, and E.

Scale of assessment (preliminary/final): Continuous assessment (100%): Online quizzes – not graded A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class. Presentation of a topic from the culture of English-speaking countries (30 points/percent) Active participation in class discussions (10 points/percent) Portfolio (60 points/percent): Submission of a portfolio containing four of the following assignments: - A summary of two class discussions - A review of one

scholarly study related to any aspect of the course - An essay on the pedagogical application of any topic or work related to the class topic - A critical review of an iconic film related to Canadian, Australian or South African culture, - An interview with a contemporary Canadian, Australian or South African artist or scholar of cultural studies - Reflection on how the course has contributed to a better understanding of English-speaking cultures - Exploration of the cultural relations between Slovakia and a selected English-speaking country, focusing on the presence of the culture of the selected country in Slovakia - Preparation of a proposal for a Canadian/Australian/South African Culture Day to be held at Comenius University with a detailed description of the program and a rationale for the choice of program (or the same at the high school)

**Learning outcomes:**

Objectives and learning outcomes:
From the learning objectives declared in the graduate profile, this course focuses on the acquisition of the following knowledge, skills and competences:
Knowledge:
- Students gain knowledge of the cultural heritage of English-speaking countries with a particular focus on Australia, New Zealand, Canada and South Africa.
- Students become aware of the legacy of indigenous cultures in these countries and the interactions between minority (indigenous) and majority cultures.
- Students learn about current significant cultural achievements and trends in lesser-known regions of the Anglophone world, and will be familiar with the cultural and ethnic diversity of Anglophone provenance.
- Students will be able to apply the topics presented to their teaching (create a lesson based on a cultural studies theme, teaching the language in interaction with the culture of Canada and North America).
Skills:
- Students will be able to work with scholarly text, critically analyse and present selected texts in their broader cultural contexts.
- Students develop presentation and argumentation skills.
- Students can analyse the latest findings of the discipline, apply analytical-critical and linguistic thinking to selected cultural phenomena, leading to creativity and empathy.
- Students develop foreign language skills to communicate fluently about professional aspects of culture and the teaching of culture in English at B2 level.
- Students acquire presentation and digital skills, can search for relevant information in the digital environment and work in the digital learning environment Moodle; they also acquire presentation and project development skills.
Competences:
- Students identify arguments in debates and are able to take a position and defend their views.
- Students are able to critically approach and present a written text and its wider cultural context.
- Students are able to apply the cultural legacy of English-speaking countries as competent and culturally knowledgeable teachers in primary and secondary education in Slovakia and in any other situation of cultural mediation.
- Students are able to apply critical analysis in the evaluation of selected cultural, social and political phenomena.
- Students can effectively use self-study strategies.
- Students can read scholarly literature in a foreign language.
- Students acquire intercultural competences and competences for intercultural approach in language education.
- Students obtain the prerequisites for active participation in professional life.

**Class syllabus:**

Course contents:

1. General knowledge of the spread of the English language and culture in the world: The British Empire, the US and the Cold War, globalization, different English-speaking societies in the world
2. Travelling in the English-speaking world: natural and cultural sites and monuments, iconic landscapes, people's adaptation to the landscape
3. Colonial background and post-colonial heritage of Canada, Australia, New Zealand and South Africa
4. Minority cultures in Canada, Australia, New Zealand and South Africa, interactions between minority and non-indigenous cultures
5. Contemporary cultural achievements and trends in Canada, Australia and South Africa, iconic visual depictions and films of the respective countries

Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings:

ADELMAN, C. and SCHWARTZ, B. L., eds. (2013). Prairie Directory of North America: The United States, Canada, and Mexico. 2nd ed. Oxford University Press.
BOEHMER, E. (2008). Nelson Mandela: A Very Short Introduction. Oxford University Press.
FERGUSON, N. (2003).#Empire. New York: Allen Lane.
MORGAN, K. (2012). Australia: A Very Short Introduction. Oxford University Press.
SCHAPERA, I., ed. (2004). Western Civilization and the Natives of South Africa: Studies in Culture Contact. Routledge.
WRIGHT, D. (2020). Canada: A#Very Short Introduction. Oxford University Press.

Recommended readings:

SAYERS, A. (2001). Australian Art. Oxford University Press.
WHITELAW, A., FOSS, B., and PAIKOWSKY, S., eds. (2010). The Visual Arts in Canada: The Twentieth Century. Oxford University Press.

These resources are available in Slovak libraries and bookstores, as well as on the free internet.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 39

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 69,23 | 0,0 | 15,38 | 7,69 | 2,56 | 0,0 | 5,13 |

**Lecturers:**

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KAJL/B-ANGde035/22 | The Culture of Anglophone Countries |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Form of teaching: 2S
Teaching mode: in-person, combined
Scope (number of hours): 2 per week, 22 per semester
Student workload: 75 hours in total
Direct teaching = 22 hours, home preparation for class (reading assigned texts, working on online quizzes) = 23 hours; presentation of a topic of the culture of English-speaking countries = 10 hours; preparation for the final assessment = 20 hours
Teaching methods:
Discussion and critical analysis of journal articles and theoretical works; dialogical methods (debate, discussion); group work; comparison of variations in Anglophone countries; brainstorming on pedagogical applications of selected cultural phenomena; media presentations of cultural themes; critical reflection on presentations; e-learning (online quizzes before class)

**Number of credits:** 3

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Recommended prerequisites:**
none

**Course requirements:**
Course completion requirements:
Continuous assessment (100%):
Online quizzes – not graded
A minimum score of 70% on the quizzes is required for the completion of the course. Students have an unlimited number of attempts before the actual class.
Presentation of a topic from the culture of English-speaking countries (30 points/percent)
Active participation in class discussions (10 points/percent)
Portfolio (60 points/percent):
Submission of a portfolio containing four of the following assignments:
- A summary of two class discussions
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- Preparation of a proposal for a Canadian/Australian/South African Culture Day to be held at Comenius University with a detailed description of the program and a rationale for the choice of program (or the same at the high school)

Grading:

100–95% A, 94–89% B, 88–83% C, 82–77% D, 76–70% E, 69–0% FX

A (excellent performance): The student has profound knowledge of themes and works related to the cultural heritage of English-speaking countries, understands the complex relationships between majority and minority cultures, can independently analyse and present selected texts in their contexts, reflects critically on classroom discussions, has an excellent ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation.

B (very good performance): The student has a solid understanding of themes and works related to the cultural heritage of English-speaking countries, understands the relationship between majority and minority cultures, can independently analyse and present selected texts in their contexts with minor interpretive errors, is able deduce important conclusions from class discussions, has a good ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation.

C (good performance): The student has a good understanding of themes and works related to the cultural heritage of English-speaking countries, mostly understands the relationship between majority and minority cultures, can analyse and present selected texts in their contexts to some extent, selectively understands the main conclusions of class discussions, has some ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation, three of the four portfolio assignments are acceptable.

D (satisfactory performance): The student has sufficient knowledge of themes and works related to the cultural heritage of English-speaking countries, has a limited understanding of the relationship between majority and minority cultures, and analyses and presents selected texts in their contexts without adequate critical reflection and clarity, can understand only a#few ideas raised in class discussions, has minimal ability to use cultural phenomena of English-speaking countries in the context of teaching and cultural mediation, two of the four portfolio assignments are acceptable.

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1. General knowledge of the spread of the English language and culture in the world: The British Empire, the US and the Cold War, globalization, different English-speaking societies in the world
2. Travelling in the English-speaking world: natural and cultural sites and monuments, iconic landscapes, people's adaptation to the landscape
3. Colonial background and post-colonial heritage of Canada, Australia, New Zealand and South Africa
4. Minority cultures in Canada, Australia, New Zealand and South Africa, interactions between minority and non-indigenous cultures
5. Contemporary cultural achievements and trends in Canada, Australia and South Africa, iconic visual depictions and films of the respective countries

Through the above course content and methods of education, students will acquire knowledge, develop their pedagogical skills and competences corresponding to the profile of a graduate of the bachelor's degree in the study programme Teaching of English Language and Literature in Combination.

**Recommended literature:**

Compulsory readings:

ADELMAN, C. and SCHWARTZ, B. L., eds. (2013). Prairie Directory of North America: The United States, Canada, and Mexico. 2nd ed. Oxford University Press.
BOEHMER, E. (2008). Nelson Mandela: A Very Short Introduction. Oxford University Press.
FERGUSON, N. (2003).#Empire. New York: Allen Lane.
MORGAN, K. (2012). Australia: A Very Short Introduction. Oxford University Press.
SCHAPERA, I., ed. (2004). Western Civilization and the Natives of South Africa: Studies in Culture Contact. Routledge.
WRIGHT, D. (2020). Canada: A#Very Short Introduction. Oxford University Press.

Recommended readings:

SAYERS, A. (2001). Australian Art. Oxford University Press.
WHITELAW, A., FOSS, B., and PAIKOWSKY, S., eds. (2010). The Visual Arts in Canada: The Twentieth Century. Oxford University Press.

These resources are available in Slovak libraries and bookstores, as well as on the free internet.

**Languages necessary to complete the course:**

English, Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 39

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 69,23 | 0,0 | 15,38 | 7,69 | 2,56 | 0,0 | 5,13 |

**Lecturers:**

**Last change:** 02.10.2023

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

**COURSE DESCRIPTION**

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KPg/B-VUZde001/22 | **Course title:**<br>Theoretical basics of education |
| **Educational activities:**<br>**Type of activities:** lecture + seminar<br>**Number of hours:**<br>**per week:** 2 **per level/semester:** 26<br>**Form of the course:** on-site learning | |
| **Number of credits:** 4 | |
| **Recommended semester:** 1., 3. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:**<br>Prerequisite subjects: none<br>Prerequisites for successful completion of the course:<br>The course is completed by examination, 50% of the interim and 50% of the final assessment<br>The interim evaluation includes the following:<br>- continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points,<br>- term paper focused on a selected area of education - 35 points.<br>The final evaluation includes the following:<br>- final examination in written form - 50 points.<br>The rating is awarded on a scale:<br>A (100-91%, excellent - excellent results with only minimal errors),<br>B (90-81%, very good - above average results with minor errors),<br>C (80-73%, good - normal reliable work, average results),<br>D (72-66%, satisfactory - acceptable results, but significant errors occur),<br>E (65-60%, sufficient - results meet minimum criteria),<br>Fx (59-0%, insufficient - extra work required).<br>For successful completion of the course it is necessary to obtain at least 60% of the points.<br>A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.<br>A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.<br>A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good | |

professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes:
Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.
Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

**Class syllabus:**

Brief outline of the course:
An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
Views on education. Education in different historical periods.
School documents and legislation with a focus on education. Educational programme.
Goals of education and their determination.
The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
Educational methods and new trends.
Characteristics and classification of educational principles.
Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
Organizational forms and means of education.
The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
Educational environment and its importance for a person.

Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
Education outside the classroom and its specifics.

**Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7
FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4
KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8
KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1
KRATOCHVÍLOVÁ, E. et a. (2007). Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN 978-80-8082-145-6 PELIKÁN, J. (1995). Výchova jako teoretický problém. Ostrava: Amosium Servis. 234 s. ISBN 80-85498-27-8
SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0
TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7
ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Notes: students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 1473

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 42,09 | 0,0 | 24,37 | 14,6 | 6,04 | 4,48 | 8,42 |

**Lecturers:** PaedDr. Eva Labudová, PhD., prof. PaedDr. Ján Danek, CSc.

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|---|
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde001/22 | Theoretical basics of education |

**Educational activities:**
**Type of activities:** lecture + seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 4

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, 50% of the interim and 50% of the final assessment
The interim evaluation includes the following:
- continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points,
- term paper focused on a selected area of education - 35 points.
The final evaluation includes the following:
- final examination in written form - 50 points.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good

professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 50/50

**Learning outcomes:**

Learning outcomes:
Learning objectives and outcomes:
Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.
Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

**Class syllabus:**

Brief outline of the course:
An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
Views on education. Education in different historical periods.
School documents and legislation with a focus on education. Educational programme.
Goals of education and their determination.
The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
Educational methods and new trends.
Characteristics and classification of educational principles.
Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
Organizational forms and means of education.
The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
Educational environment and its importance for a person.

Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
Education outside the classroom and its specifics.

**Recommended literature:**

Compulsory reading:

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7
FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4
KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8
KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1
KRATOCHVÍLOVÁ, E. et a. (2007). Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN 978-80-8082-145-6 PELIKÁN, J. (1995). Výchova jako teoretický problém. Ostrava: Amosium Servis. 234 s. ISBN 80-85498-27-8
SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0
TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7
ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

Notes: students of the Teacher Education (combined) programme do not enrol in the course

**Past grade distribution**

Total number of evaluated students: 1473

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 42,09 | 0,0 | 24,37 | 14,6 | 6,04 | 4,48 | 8,42 |

**Lecturers:** Mgr. Štefánia Ferková, PhD., prof. PhDr. Mária Potočárová, PhD.

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|---|
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde021/22 | Translation Exercises in Spanish Language 1. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, group discussion, comparison of translation solutions, problem solving tasks, interview, managed self-study

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in classroom activities and performance of ongoing tasks during the semester, consisting in the preparation of practical translations of texts of lower difficulty and theoretical assignments, as well as the handing over of the final individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, activity in translation discussions, 20%.
• Preparation of ongoing tasks in the form of translations of texts and selected theoretical assignments, 40 %.
• Individually prepared translation of the text according to the Lecturer's input, 40%.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:

A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic translation skills, which the student will apply to specific texts. The course is aimed at translating texts from Spanish to Slovak and on translation of artistic and professional style texts at a lower level of difficulty. Part of the course is an interpretation of basic theoretical and terminological knowledge in the field of translation, the so-called translation minimum.
Educational outcomes:
Student after successful completion of the course the student:
• acquires basic translation skills,
• acquires basic knowledge of translation terminology and theory,
• can apply theoretical knowledge to specific texts at a lower level of difficulty,
• can discuss and justify translation solutions,
• develops creative and flexible thinking.

**Class syllabus:**
Basic practical competencies and theoretical knowledge of the translator.
The translation process.
Specific types of translation.
Application of acquired knowledge when translating texts from Spanish to Slovak.
Translation of shorter-range and lower intensity texts from Spanish to Slovak.

**Recommended literature:**
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 p. ISBN80-892556-02-3.

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 32

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 62,5 | 0,0 | 31,25 | 3,13 | 0,0 | 0,0 | 3,13 |

**Lecturers:** Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde021/22 | Translation Exercises in Spanish Language 1. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, group discussion, comparison of translation solutions, problem solving tasks, interview, managed self-study

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in classroom activities and performance of ongoing tasks during the semester, consisting in the preparation of practical translations of texts of lower difficulty and theoretical assignments, as well as the handing over of the final individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, activity in translation discussions, 20%.
• Preparation of ongoing tasks in the form of translations of texts and selected theoretical assignments, 40 %.
• Individually prepared translation of the text according to the Lecturer's input, 40%.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:

A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to acquire basic translation skills, which the student will apply to specific texts. The course is aimed at translating texts from Spanish to Slovak and on translation of artistic and professional style texts at a lower level of difficulty. Part of the course is an interpretation of basic theoretical and terminological knowledge in the field of translation, the so-called translation minimum.
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• acquires basic translation skills,
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• can discuss and justify translation solutions,
• develops creative and flexible thinking.

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Basic practical competencies and theoretical knowledge of the translator.
The translation process.
Specific types of translation.
Application of acquired knowledge when translating texts from Spanish to Slovak.
Translation of shorter-range and lower intensity texts from Spanish to Slovak.

**Recommended literature:**
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 p. ISBN80-892556-02-3.

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 32

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 62,5 | 0,0 | 31,25 | 3,13 | 0,0 | 0,0 | 3,13 |

**Lecturers:** Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD.

**Last change:** 10.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde025/22 | Translation Exercises in Spanish Language 2. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours of preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study
Credits: 2

**Number of credits:** 2

**Recommended semester:** 2., 4.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in classroom activities and the performance of ongoing tasks during the semester, consisting in the preparation of practical translations of medium-intensity texts and selected theoretical assignments, as well as the final individualized translation of the text according to the lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, activity in translation discussions, 20% evaluation.
• Preparation of ongoing tasks - translations of texts at the secondary level of difficulty from Spanish to Slovak language and selected theoretical assignments, 40% of evaluation.
• Individually prepared translation of the text according to the Lecturer's input, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyse and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the

formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen the translation skills that the student will apply to specific texts. The course is aimed at translating texts from Spanish to Slovak and on translation of texts of artistic, professional style in medium difficulty. The course will include the interpretation of theoretical and terminological knowledge in the field of translation, the extension of the so-called translation minima to other theoretical topics.
Educational outcomes:
Student after successful completion of the subject
• improve his/her practical skills in translating texts,
• expands his/her knowledge of translation terminology and theory,
• can apply theoretical knowledge to the translation of texts at the secondary level of difficulty, can create translated text at a serious language level,
• can discuss and justify translation solutions, improves his/her ability to argue and link lessons learned from different fields,
• develops creative and flexible thinking.
After completing the course, he/she should be able to master the translation of texts in the middle degree of difficulty from the Spanish language to the Slovak language.

**Class syllabus:**
Practical and theoretical preparation of the translator.
Translation procedures and techniques.
Translation principles.
Problems of translation from a foreign language to Slovak.
Application of acquired knowledge to specific texts.
Translation from Spanish to Slovak of text of different styles.

**Recommended literature:**
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 p. ISBN 80-892556-02-3
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 p. ISBN 978-80-89132-82-9 (1st chapter, D. Müglová, pp. 11–81)

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 5

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

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| **Lecturers:** Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD. |
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde025/22 | Translation Exercises in Spanish Language 2. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type of activities, scope (number of hours) and methods of educational activities:
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours of preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study
Credits: 2

**Number of credits:** 2

**Recommended semester:** 1., 3.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in classroom activities and the performance of ongoing tasks during the semester, consisting in the preparation of practical translations of medium-intensity texts and selected theoretical assignments, as well as the final individualized translation of the text according to the lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, activity in translation discussions, 20% evaluation.
• Preparation of ongoing tasks - translations of texts at the secondary level of difficulty from Spanish to Slovak language and selected theoretical assignments, 40% of evaluation.
• Individually prepared translation of the text according to the Lecturer's input, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyse and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the

formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
Fx (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen the translation skills that the student will apply to specific texts. The course is aimed at translating texts from Spanish to Slovak and on translation of texts of artistic, professional style in medium difficulty. The course will include the interpretation of theoretical and terminological knowledge in the field of translation, the extension of the so-called translation minima to other theoretical topics.
Educational outcomes:
Student after successful completion of the subject
• improve his/her practical skills in translating texts,
• expands his/her knowledge of translation terminology and theory,
• can apply theoretical knowledge to the translation of texts at the secondary level of difficulty, can create translated text at a serious language level,
• can discuss and justify translation solutions, improves his/her ability to argue and link lessons learned from different fields,
• develops creative and flexible thinking.
After completing the course, he/she should be able to master the translation of texts in the middle degree of difficulty from the Spanish language to the Slovak language.

**Class syllabus:**
Practical and theoretical preparation of the translator.
Translation procedures and techniques.
Translation principles.
Problems of translation from a foreign language to Slovak.
Application of acquired knowledge to specific texts.
Translation from Spanish to Slovak of text of different styles.

**Recommended literature:**
HREHOVČÍK, T. 2006. Prekladateľské minimum. Bratislava: Iris. 2006. 113 p. ISBN 80-892556-02-3
MÜGLOVÁ, D. 2009. Komunikácia, tlmočenie, preklad. Bratislava: Enigma, 2009. 323 p. ISBN 978-80-89132-82-9 (1st chapter, D. Müglová, pp. 11–81)

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 5

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

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| **Lecturers:** Mgr. Radana Štrbáková, PhD., doc. Mgr. Renáta Bojničanová, PhD. |
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde029/22 | Translation Exercises in Spanish Language 3. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of ongoing tasks during the semester. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, he/she will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical contents in the field of translatology. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• active participation in classroom activities, participation in discussion, 20% evaluation;
• written preparation of translations and selected theoretical assignments, 40% evaluation;
• final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the

formal modification of the submitted work, compliance with the lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Spanish to Slovak, but also vice versa, from Slovak to Spanish.
Educational outcomes:
After successful completion of the course, the student
• improves practical skills in translating medium-intensity texts from Spanish to Slovak,
• develops skills in translating lower-intensity texts from Slovak to Spanish,
• expands knowledge of theories and opinions of Spanish experts,
• can discuss and justify translation solutions.
The student will deepen theoretical knowledge and practical skills in translating texts of different styles on the subject through practical exercises. After completing the subject, he/she should be able to master the translation of texts at the secondary level of difficulty from Spanish to Slovak and texts at a lower level of difficulty from Slovak to Spanish. At the same time as improving his/her practical skills, he/she will also deepen his ability to theoretical reflection on translation.

**Class syllabus:**
Theoretical preparation of translator from Spanish to Slovak and from Slovak to Spanish.
Theory, history and practice of artistic translation in Romance countries, especially in Spain.
Formal correspondence and dynamic equivalence.
Application of acquired knowledge to specific texts.

**Recommended literature:**
BOJNIČANOVÁ, R. 2010. Formálna korešpondencia a dynamická ekvivalencia. In: Translatologické štúdie: teória, história a prax umeleckého prekladu v románskych krajinách (selected texts). Bratislava: AnaPress, 2010. pp. 139-150. ISBN 978-80-89137-64-0.
BOJNIČANOVÁ, R. 2010. „Valentín García Yebra“. In: Translatologické štúdie: teória, história a prax umeleckého prekladu v románskych krajinách (selected texts). Bratislava: AnaPress, 2010. pp. 137-139. ISBN 978-80-89137-64-0.
GARCÍA YEBRA, V. 1982. Teoría y práctica de la traducción. Madrid: Gredos. 1982. 408 p. ISBN 84-249-0281-5 (selected chapters)

**Languages necessary to complete the course:**
Slovak and Spanish language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 7

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

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| **Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., Mgr. Radana Štrbáková, PhD. |
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde029/22 | Translation Exercises in Spanish Language 3. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work
22 hours of in-person teaching, 22 hours of continuous home preparation in the form of preparation of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation.
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, comparison of translation solutions, problem solving tasks, interview, discussion, controlled self-study

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of ongoing tasks during the semester. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, he/she will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical contents in the field of translatology. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• active participation in classroom activities, participation in discussion, 20% evaluation;
• written preparation of translations and selected theoretical assignments, 40% evaluation;
• final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the

formal modification of the submitted work, compliance with the lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the course.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Spanish to Slovak, but also vice versa, from Slovak to Spanish.
Educational outcomes:
After successful completion of the course, the student
• improves practical skills in translating medium-intensity texts from Spanish to Slovak,
• develops skills in translating lower-intensity texts from Slovak to Spanish,
• expands knowledge of theories and opinions of Spanish experts,
• can discuss and justify translation solutions.
The student will deepen theoretical knowledge and practical skills in translating texts of different styles on the subject through practical exercises. After completing the subject, he/she should be able to master the translation of texts at the secondary level of difficulty from Spanish to Slovak and texts at a lower level of difficulty from Slovak to Spanish. At the same time as improving his/her practical skills, he/she will also deepen his ability to theoretical reflection on translation.

**Class syllabus:**
Theoretical preparation of translator from Spanish to Slovak and from Slovak to Spanish.
Theory, history and practice of artistic translation in Romance countries, especially in Spain.
Formal correspondence and dynamic equivalence.
Application of acquired knowledge to specific texts.

**Recommended literature:**
BOJNIČANOVÁ, R. 2010. Formálna korešpondencia a dynamická ekvivalencia. In: Translatologické štúdie: teória, história a prax umeleckého prekladu v románskych krajinách (selected texts). Bratislava: AnaPress, 2010. pp. 139-150. ISBN 978-80-89137-64-0.
BOJNIČANOVÁ, R. 2010. „Valentín García Yebra“. In: Translatologické štúdie: teória, história a prax umeleckého prekladu v románskych krajinách (selected texts). Bratislava: AnaPress, 2010. pp. 137-139. ISBN 978-80-89137-64-0.
GARCÍA YEBRA, V. 1982. Teoría y práctica de la traducción. Madrid: Gredos. 1982. 408 p. ISBN 84-249-0281-5 (selected chapters)

**Languages necessary to complete the course:**
Slovak and Spanish language

**Notes:**

**Past grade distribution**
Total number of evaluated students: 7

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 100,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

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|---|
| **Lecturers:** doc. Mgr. Renáta Bojničanová, PhD., Mgr. Radana Štrbáková, PhD. |
| **Last change:** 09.11.2022 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde042/16 | Translation Exercises in Spanish Language 4. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Type, volume, methods and workload of the student - additional information**
Type and scope of teaching: exercise 2 hours per week; total per semester 22 hours
Study method: combined (primary attendance)
Student workload: a total of 50 hours of student work 22 hours of in-person teaching, 22 hours of continuous home preparation in the form of translations and preparation for discussion, 6 hours preparation of individually prepared translation for final evaluation
Teaching methods: working with professional text, working with artistic text, critical analysis of texts, translation of texts, working in groups, comparing translation solutions, problem solving of tasks, interview, discussion, managed self-study

**Number of credits:** 2

**Recommended semester:** 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of ongoing tasks. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, he/she will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical content from the field of stylistics. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, participation in discussion, 20% evaluation.
• Written preparation of translations and selected theoretical assignments, 40% evaluation.
• Final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the subject.

The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**
The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Spanish to Slovak and from Slovak to Spanish, with a focus on translation of professional and administrative style texts.
Educational outcomes:
After successful completion, the student
• improve practical skills in translating texts, especially professional and administrative style texts, but also essay text,
• expands knowledge of translation terminology,
• can apply theoretical knowledge to specific texts,
• can link the acquired knowledge from different fields of language research,
• can discuss and justify translation solutions, he can argue.
The student will deepen theoretical knowledge and practical translation skills on the subject through practical exercises. After completing the subject, he/she should be able to master the translation of texts at the secondary level of difficulty from Spanish to Slovak and vice versa. At the same time as improving his/her practical skills, he/she will also deepen his/her ability to theoretical reflection on translation.

**Class syllabus:**
Working with specialized dictionaries.
Accuracy and terminology when translating.
Specificities of professional and administrative style.
Application of acquired knowledge to specific texts with a primary focus on professional and administrative style texts.
Translation of texts on the interface of professional and artistic style, translation of essayist-style text.

**Recommended literature:**
ÁLVAREZ, M. 2002. Tipos de escrito III: Epistolar, administrativo y jurídico. 3rd edition. Madrid: Arco Libros, 2002. 70 p. ISBN 84-7635-170-4.
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade.“ In: Philologica 68: Studia Romanistica. Bratislava: Univerzita Komenského, p. 33-41.
GARCÍA YEBRA, V. 1982. Teoría y práctica de la traducción. 1st edition. Madrid: Gredos. 1982. 408 p. ISBN 84-249-0281-5 (selected chapters)

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KRoJL/B-ESPde042/22 | Translation Exercises in Spanish Language 4. |

**Educational activities:**
**Type of activities:** practicals
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 2

**Recommended semester:** 4., 6.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**
The condition for successful completion of the course is active participation in lessons and performance of ongoing tasks. During the semester, the student receives tasks for the written preparation of translations of texts discussed in the classroom. After discussion, he/she will produce a definitive version of the translation incorporating the comments from the discussion and the knowledge from the theoretical interpretation. Part of the course is the interpretation of selected theoretical content from the field of stylistics. At the end of the course, the student prepares and submits an individually prepared translation of the text according to the Lecturer's assignment.
The results of the student will be evaluated 100% in the form of an interim evaluation. The evaluation shall include:
• Active participation in classroom activities, participation in discussion, 20% evaluation.
• Written preparation of translations and selected theoretical assignments, 40% evaluation.
• Final individual translation, 40% of the evaluation.
The final evaluation reflects the level of analytical-critical thinking; skills to apply theoretical knowledge to translation practice; the skill of using relevant knowledge to identify, analyze and address problem translation situations; the skills to propose incentives for adequate translation of texts. The degree of adequacy of the translation, the linguistic correctness of the drafted text, the formal modification of the submitted work, compliance with the Lecturer's instructions is assessed in the case of an individually prepared translation.
At least 60% of the total scoring must be obtained for successful completion of the subject.
The evaluation shall be awarded on a scale of:
A (100-95%, excellent – excellent results),
B (94-85 %, very good — above average standard),
C (84-77 %, good – normal reliable work),
D (76-70 %, satisfactory — acceptable results),
E (69-60 %, sufficient — the results meet the minimum criteria),
FX (59-0%, underperforming – extra work required)

**Learning outcomes:**

The aim of the course is to deepen theoretical knowledge and practical skills in translating texts from Spanish to Slovak and from Slovak to Spanish, with a focus on translation of professional and administrative style texts.
Educational outcomes:
After successful completion, the student
• improve practical skills in translating texts, especially professional and administrative style texts, but also essay text,
• expands knowledge of translation terminology,
• can apply theoretical knowledge to specific texts,
• can link the acquired knowledge from different fields of language research,
• can discuss and justify translation solutions, he can argue.
The student will deepen theoretical knowledge and practical translation skills on the subject through practical exercises. After completing the subject, he/she should be able to master the translation of texts at the secondary level of difficulty from Spanish to Slovak and vice versa. At the same time as improving his/her practical skills, he/she will also deepen his/her ability to theoretical reflection on translation.

**Class syllabus:**
Working with specialized dictionaries.
Accuracy and terminology when translating.
Specificities of professional and administrative style.
Application of acquired knowledge to specific texts with a primary focus on professional and administrative style texts.
Translation of texts on the interface of professional and artistic style, translation of essayist-style text.

**Recommended literature:**
ÁLVAREZ, M. 2002. Tipos de escrito III: Epistolar, administrativo y jurídico. 3rd edition. Madrid: Arco Libros, 2002. 70 p. ISBN 84-7635-170-4.
BOJNIČANOVÁ, R. 2012. „K problematike zachovania kultúrneho obsahu a jazykového bohatstva textu pri preklade.“ In: Philologica 68: Studia Romanistica. Bratislava: Univerzita Komenského, p. 33-41.
GARCÍA YEBRA, V. 1982. Teoría y práctica de la traducción. 1st edition. Madrid: Gredos. 1982. 408 p. ISBN 84-249-0281-5 (selected chapters)

**Languages necessary to complete the course:**
Slovak and Spanish

**Notes:**

**Past grade distribution**
Total number of evaluated students: 0

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 | 0,0 |

**Lecturers:** doc. Mgr. Renáta Bojničanová, PhD.

**Last change:** 09.11.2022

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde039/23 | Zvedavé učenie 1 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 1., 3., 5.

**Educational level:** I.

**Prerequisites:**

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 54

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 75,93 | 0,0 | 9,26 | 0,0 | 3,7 | 0,0 | 11,11 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., PhDr. Dušan Damián Brezány

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

**Academic year:** 2024/2025

**University:** Comenius University Bratislava

**Faculty:** Faculty of Education

| **Course ID:** | **Course title:** |
|---|---|
| PdF.KPg/B-VUZde040/23 | Zvedavé učenie 2 |

**Educational activities:**
**Type of activities:** seminar
**Number of hours:**
**per week:** 2 **per level/semester:** 26
**Form of the course:** on-site learning

**Number of credits:** 3

**Recommended semester:** 2., 4., 6.

**Educational level:** I.

**Prerequisites:** PdF.KPg/B-VUZde039/23 - Zvedavé učenie 1

**Course requirements:**

**Learning outcomes:**

**Class syllabus:**

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**
Total number of evaluated students: 33

| A | ABS | B | C | D | E | FX |
|---|---|---|---|---|---|---|
| 75,76 | 0,0 | 18,18 | 0,0 | 3,03 | 0,0 | 3,03 |

**Lecturers:** Mgr. Barbora Jaslovská, PhD., doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD., PhDr. Dušan Damián Brezány

**Last change:**

**Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD.

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KP/B-VUZde041/24 | **Course title:**<br>Študentská vedecká, odborná a umelecká činnosť 1 |
| **Educational activities:**<br>**Type of activities:**<br>**Number of hours:**<br>**per week:** **per level/semester:**<br>**Form of the course:** on-site learning | |
| **Number of credits:** 2 | |
| **Recommended semester:** 2., 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:** | |
| **Learning outcomes:** | |
| **Class syllabus:** | |
| **Recommended literature:** | |
| **Languages necessary to complete the course:** | |
| **Notes:** | |
| **Past grade distribution**<br>Total number of evaluated students: 5 | |

| ABS | M |
|---|---|
| 100,0 | 0,0 |

| |
|---|
| **Lecturers:** |
| **Last change:** 20.02.2025 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |

## COURSE DESCRIPTION

| | |
|---|---|
| **Academic year:** 2024/2025 | |
| **University:** Comenius University Bratislava | |
| **Faculty:** Faculty of Education | |
| **Course ID:**<br>PdF.KP/B-VUZde042/24 | **Course title:**<br>Študentská vedecká, odborná a umelecká činnosť 2 |
| **Educational activities:**<br>**Type of activities:**<br>**Number of hours:**<br>**per week:** **per level/semester:**<br>**Form of the course:** on-site learning | |
| **Number of credits:** 2 | |
| **Recommended semester:** 4., 6. | |
| **Educational level:** I. | |
| **Prerequisites:** | |
| **Course requirements:** | |
| **Learning outcomes:** | |
| **Class syllabus:** | |
| **Recommended literature:** | |
| **Languages necessary to complete the course:** | |
| **Notes:** | |

**Past grade distribution**
Total number of evaluated students: 0

| ABS | M |
|---|---|
| 0,0 | 0,0 |

| |
|---|
| **Lecturers:** |
| **Last change:** 20.02.2025 |
| **Approved by:** prof. PhDr. Gabriela Lojová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., prof. PhDr. Mária Potočárová, PhD. |