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COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde027/22	**Course title:** Abuse prevention
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course: The course is completed with an assessment, the ratio of the midterm and final assessment is 100/0. The task of the students is to prepare a midterm paper for 40 points and to pass a midterm test for 60 points, a total of 100 points. A minimum of 60% of the maximum possible course grade is required for successful completion of the course.

The rating is awarded on a scale:

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

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

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

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

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

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

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

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

A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

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

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

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

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

Languages necessary to complete the course:
: slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

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

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

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

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

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

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

Languages necessary to complete the course:
: slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde008/22	**Course title:** Aesthetics
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 Lecture, 2 hours per week, i.e., a total of 22 hours per semester, combined method (mostly in attendance) Student workload: 22 hours of direct instruction per semester, preparation of mid-term paper in the first half of the semester 10 hours, preparation of final paper in the second half of the semester 24 hours, completion of exam paper 30 hours, guided self-study 14 hours, total 100 hours per semester. Teaching methods: Lecture, discussion of the topic, brainstorming, problem solving, interpretation of a work of art, study of sources, demonstration, Socratic conversation, guided self-study	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: 50/50 weighting of interim and final evaluation Active participation in class discussions. Preparation of an interim paper (= portfolio structure) and a final paper (= portfolio on a selected work of art). The portfolio will include a variety of documentary material that illuminates the artwork from several necessary perspectives (e.g., newspaper clippings, links to websites, factual data, interviews, case studies, a list of literature on the subject, etc.). It will aim to document that the selected artefact is a work of art. It will have four parts: A) The cultural and historical context of the artwork. B) Compositional and meaning analysis of the work. C) The student's own reflection on the artwork, the relationship of the artwork to the student. D) List of sources used. Assessment: A 100-91 points - excellent = outstanding - will be awarded to the student whose portfolio is built systematically, encompasses the multifaceted nature of the artwork, and the student demonstrates an original approach. B 90-81 points - very good = above average results - will be awarded to a student whose portfolio, although built systematically, focuses only on the most common sources and approaches to the subject.	

C 80-73 points - good = routine, reliable work - will be awarded to a student whose portfolio shows signs of an unsystematic and haphazard summary of materials.
D 72-66 points - satisfactory = acceptable performance - will be awarded if the portfolio is only a superficial view of the artwork.
E 65-60 points - satisfactory = results meet the minimum criteria - the student will be awarded if the portfolio contains several more serious factual weaknesses - for example, the student groups together documents that are unrelated to the selected artwork, or summarizes randomly collected documents without a system, or makes no reference to the sources used
Fx 59-0 points - Insufficient = extra work required - will be awarded if the student limits him/herself to expressing his/her feelings and to sources obtained by randomly selecting from a search engine, or the artwork is completely mischaracterized and insufficiently characterized, or the portfolio is not grouped according to the nature of the artwork.
Scale of assessment (preliminary/final): 50/50

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

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

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

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 247

A	ABS	B	C	D	E	FX
44,94	0,0	23,48	16,19	8,1	2,83	4,45

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde008/22	Aesthetics

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
Lecture, 2 hours per week, i.e., a total of 22 hours per semester, combined method (mostly in attendance)
Student workload:
22 hours of direct instruction per semester, preparation of mid-term paper in the first half of the semester 10 hours, preparation of final paper in the second half of the semester 24 hours, completion of exam paper 30 hours, guided self-study 14 hours, total 100 hours per semester.
Teaching methods:
Lecture, discussion of the topic, brainstorming, problem solving, interpretation of a work of art, study of sources, demonstration, Socratic conversation, guided self-study

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
50/50 weighting of interim and final evaluation
Active participation in class discussions. Preparation of an interim paper (= portfolio structure) and a final paper (= portfolio on a selected work of art). The portfolio will include a variety of documentary material that illuminates the artwork from several necessary perspectives (e.g., newspaper clippings, links to websites, factual data, interviews, case studies, a list of literature on the subject, etc.). It will aim to document that the selected artefact is a work of art. It will have four parts:
A) The cultural and historical context of the artwork. B) Compositional and meaning analysis of the work. C) The student's own reflection on the artwork, the relationship of the artwork to the student. D) List of sources used.
Assessment:
A 100-91 points - excellent = outstanding - will be awarded to the student whose portfolio is built systematically, encompasses the multifaceted nature of the artwork, and the student demonstrates an original approach.
B 90-81 points - very good = above average results - will be awarded to a student whose portfolio, although built systematically, focuses only on the most common sources and approaches to the subject.

C 80-73 points - good = routine, reliable work - will be awarded to a student whose portfolio shows signs of an unsystematic and haphazard summary of materials.
D 72-66 points - satisfactory = acceptable performance - will be awarded if the portfolio is only a superficial view of the artwork.
E 65-60 points - satisfactory = results meet the minimum criteria - the student will be awarded if the portfolio contains several more serious factual weaknesses - for example, the student groups together documents that are unrelated to the selected artwork, or summarizes randomly collected documents without a system, or makes no reference to the sources used
Fx 59-0 points - Insufficient = extra work required - will be awarded if the student limits him/herself to expressing his/her feelings and to sources obtained by randomly selecting from a search engine, or the artwork is completely mischaracterized and insufficiently characterized, or the portfolio is not grouped according to the nature of the artwork.
Scale of assessment (preliminary/final): 50/50

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

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

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

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 247

A	ABS	B	C	D	E	FX
44,94	0,0	23,48	16,19	8,1	2,83	4,45

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde002/22	**Course title:** Anatomy and physiology of the nervous system
Educational activities: **Type of activities:** lecture **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hour lecture; 22 hours total per semester, combined (mostly personal attendance) Student workload: 11 x 2 hours of direct teaching = 22 hours; preparation of seminar work and presentation (18 hours), preparation for the mid-term test (30 hours), preparation for the final examination (30 hours). 100 hours in total. Teaching methods: lecture, heuristic method, work with professional text and information sources.	
Number of credits: 4	
Recommended semester: 1.	
Educational level: I.	
Prerequisites:	
Course requirements: 50% of the interim evaluation + 50% of the final evaluation The interim assessment includes an interim test (30 points) and a seminar paper on the assigned topic and Power Point presentation (20 points). The final assessment will consist of a final exam in the form of a written test (50 points). For successful completion of the course, it is necessary to obtain a minimum of 60% of the points. The grade is awarded on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required. For a grade of A, students need to perform outstandingly well continuously throughout the semester and be capable of independent study. Students are able to navigate through a patchwork of different literary sources, select relevant sources for their study, are able to understand the anatomy and physiology of the nervous system, and are able to use their knowledge to compare the functions of different parts of the brain and cerebral cortex.	

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

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

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

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

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

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

Notes:

Past grade distribution
Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
30,4	0,0	14,54	13,22	11,45	14,98	15,42

Lecturers: Mgr. Viktória Čiernik Kevická, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

STATE EXAM DESCRIPTION

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

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

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

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

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

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

The rating is awarded on a scale:

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

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

Learning outcomes:

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

Class syllabus:

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

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

State exam syllabus:

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

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

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

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde031/16	Basics of art therapy

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

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde031/16	Basics of art therapy

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

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde032/16	Basics of drama therapy

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

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde032/16	Basics of drama therapy

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

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde012/22	Basics of economy

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, scope and method of educational activities:
2 hours seminar per week, total 22 hours per semester, combined method (mostly by attendance).
Student workload: 11 x 2 hours of direct teaching = 22 hours, preparation for teaching during the semester 8 hours, preparation for mid-term evaluation 10 hours, preparation for final evaluation 20 hours, total 60 hours.
Teaching methods: dialogical methods - discussion in groups, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving problems and assignments.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

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

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

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

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

Recommended literature:

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

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 139

A	ABS	B	C	D	E	FX
35,97	0,0	33,09	17,27	6,47	6,47	0,72

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde012/22	Basics of economy

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, scope and method of educational activities:
2 hours seminar per week, total 22 hours per semester, combined method (mostly by attendance).
Student workload: 11 x 2 hours of direct teaching = 22 hours, preparation for teaching during the semester 8 hours, preparation for mid-term evaluation 10 hours, preparation for final evaluation 20 hours, total 60 hours.
Teaching methods: dialogical methods - discussion in groups, problem-based methods - brainwriting, brainstorming, monological methods - lecture, interpretation, guided self-study - work with text, solving problems and assignments.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

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

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

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

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

Recommended literature:

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

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 139

A	ABS	B	C	D	E	FX
35,97	0,0	33,09	17,27	6,47	6,47	0,72

Lecturers: Ing. Helena Hrabková

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde011/22	Basics of law

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar per week, i.e. 22 hours in total per semester, combined (mostly in full-time mode)
Student workload:
Scope: 11x 2 hours of direct teaching = 22 hours; preparation for group presentation = 18 hours; preparation for final test = 20 hours. 20 hours for the final group discussion; 20 hours for the final group discussion; 20 hours for the final group discussion.
Teaching methods:
Discussion, interview, role-play method, quizzes, brainstorming, case study, mind-mapping, interpretation, text work, small group work, group presentation

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

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

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

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

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

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

Recommended literature:

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

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 267

A	ABS	B	C	D	E	FX
40,82	0,0	38,58	11,99	2,25	3,75	2,62

Lecturers: JUDr. PhDr. Barbara Faktor Pavlíková, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde011/22	Basics of law

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar per week, i.e. 22 hours in total per semester, combined (mostly in full-time mode)
Student workload:
Scope: 11x 2 hours of direct teaching = 22 hours; preparation for group presentation = 18 hours; preparation for final test = 20 hours. 20 hours for the final group discussion; 20 hours for the final group discussion; 20 hours for the final group discussion.
Teaching methods:
Discussion, interview, role-play method, quizzes, brainstorming, case study, mind-mapping, interpretation, text work, small group work, group presentation

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

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

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

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

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

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

Recommended literature:

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

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 267

A	ABS	B	C	D	E	FX
40,82	0,0	38,58	11,99	2,25	3,75	2,62

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

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde029/22	Basics of psychiatry

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

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

Number of credits: 2

Recommended semester: 5.

Educational level: I.

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

Recommended prerequisites:
B-PSYde008 Personality psychology

Course requirements:
100% of the interim evaluation
Interim assessment (100%) includes the creation and presentation of a seminar paper in PowerPoint (60% of the assessment) and a midterm exam (40%).
For successful completion of the course, it is necessary to obtain a minimum of 60% of the points.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, students need to perform outstandingly well continuously throughout the semester and be capable of independent study. Students are able to navigate through a patchwork of different literary sources, select relevant sources for their study, are able to understand the theoretical foundations of psychiatry.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, have mastered basic information regarding the manifestations of mental disorders, and are able to navigate the literature correctly.

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

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

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

15. Organisation of psychiatric care in Slovakia.

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

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

Notes:

Past grade distribution
Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
45,0	0,0	40,0	15,0	0,0	0,0	0,0

Lecturers: doc. PhDr. Mária Glasová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde013/22	Basics of religions

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
Seminar, 2 hours/week, 22 hours total per semester, combined method (mostly full-time)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 10 hours preparation for presentation; 28 hours preparation for final colloquium. Total 60 hours of student work.
Learning methods:
During the common lessons, the methods are mainly monological methods of lecturing, explanation and explanation, which are appropriately supplemented by dialogical methods such as interview, discussion, polemic; occasionally we apply situational methods of case study. In the framework of individual self-study, it is mainly about working with a professional text, reading comprehension, subsequent creative formulation of the key content of that text, elaboration of a presentation with a didactically relevant text-image basis in PowerPoint accompanied by verbal explication of the issue from memory.

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

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

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

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

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

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

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

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 218

A	ABS	B	C	D	E	FX
27,98	0,0	41,28	19,27	4,59	3,67	3,21

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde013/22	Basics of religions

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
Seminar, 2 hours/week, 22 hours total per semester, combined method (mostly full-time)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 10 hours preparation for presentation; 28 hours preparation for final colloquium. Total 60 hours of student work.
Learning methods:
During the common lessons, the methods are mainly monological methods of lecturing, explanation and explanation, which are appropriately supplemented by dialogical methods such as interview, discussion, polemic; occasionally we apply situational methods of case study. In the framework of individual self-study, it is mainly about working with a professional text, reading comprehension, subsequent creative formulation of the key content of that text, elaboration of a presentation with a didactically relevant text-image basis in PowerPoint accompanied by verbal explication of the issue from memory.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

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

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

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

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

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

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

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 218

A	ABS	B	C	D	E	FX
27,98	0,0	41,28	19,27	4,59	3,67	3,21

Lecturers:

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde020/22	Basics of sociology

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

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

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
100% of continuous assessment.
Intermediate assessment includes: 2x midterm test (50%) and completion of assignments (50%). Students will use an e-learning environment for their studies. A minimum of 60% of the course grade is required for successful completion of the course.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A grade of A will be awarded if students have performed excellently, their theoretical knowledge of the foundations of sociology is at an excellent level, they have a standard ability to apply knowledge, critically evaluate and compare literary sources in sociology, and they hand in continuous assignments on time.
A grade of B is awarded if students perform very well, their theoretical knowledge of the foundations of sociology is at a very good level, they have a good ability to apply knowledge, critically evaluate and compare literary sources at a very good level, and they usually hand in intermediate assignments on time.

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

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

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

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

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 41

A	ABS	B	C	D	E	FX
82,93	0,0	12,2	0,0	2,44	2,44	0,0

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022
Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde026/22	Basics of speech therapy

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

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

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

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

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

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

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
33,33	0,0	30,0	33,33	3,33	0,0	0,0

Lecturers: Mgr. Ema Číčelová

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde021/22	Culture and multiculturalism

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
Seminar, 2 hours per week, i.e., 22 hours in total per semester, combined method (mostly in attendance)
Student workload:
2 hours of seminar per week (= 22 hours per semester), preparation of a mid-term paper 2 hours per week in the first half of the semester (= 10 hours per semester), preparation of a final paper 4 hours per week in the second half of the semester (= 24 hours per semester). A total of 56 hours per semester.
Teaching methods
Discussion of the topic, brainstorming, problem solving, observation of reality, analysis of model situations, demonstration, Socratic conversation. In the case of the combined method, they are implemented partly in e-learning form.

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

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

C (80-73%, good - normal reliable work), students adequately name intercultural conflict, interpret its layers, and propose principally realistic solutions that respect the contemporary world,
D (72-66%, Satisfactory - acceptable performance), students name intercultural conflict, and its layers, and can propose solutions,
E (65-60%, adequate - results meet minimum criteria), students name intercultural conflict and find inadequate solutions
Fx (59-0%, insufficient - extra work required), students fail to adequately name intercultural conflict, fail to distinguish between the layers of conflict, and find completely unrealistic solutions.
Scale of assessment (preliminary/final): 100/0

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

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

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

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 240

A	ABS	B	C	D	E	FX
56,25	0,0	21,67	11,67	2,5	2,5	5,42

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde021/22	Culture and multiculturalism

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
Seminar, 2 hours per week, i.e., 22 hours in total per semester, combined method (mostly in attendance)
Student workload:
2 hours of seminar per week (= 22 hours per semester), preparation of a mid-term paper 2 hours per week in the first half of the semester (= 10 hours per semester), preparation of a final paper 4 hours per week in the second half of the semester (= 24 hours per semester). A total of 56 hours per semester.
Teaching methods
Discussion of the topic, brainstorming, problem solving, observation of reality, analysis of model situations, demonstration, Socratic conversation. In the case of the combined method, they are implemented partly in e-learning form.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

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

C (80-73%, good - normal reliable work), students adequately name intercultural conflict, interpret its layers, and propose principally realistic solutions that respect the contemporary world,
D (72-66%, Satisfactory - acceptable performance), students name intercultural conflict, and its layers, and can propose solutions,
E (65-60%, adequate - results meet minimum criteria), students name intercultural conflict and find inadequate solutions
Fx (59-0%, insufficient - extra work required), students fail to adequately name intercultural conflict, fail to distinguish between the layers of conflict, and find completely unrealistic solutions.
Scale of assessment (preliminary/final): 100/0

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

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

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

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 240

A	ABS	B	C	D	E	FX
56,25	0,0	21,67	11,67	2,5	2,5	5,42

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde035/22	Developing critical thinking

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

Number of credits: 3

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects:
Prerequisites for successful completion of the course:
The course is completed with an assessment, weighted interim/final assessment 100/0.
100% of the continuous assessment includes: approximately 5 assignments (50%) will be given during the semester, 2 midterm tests during the semester (for a total of 30%), and active participation in seminars, engaging in discussions (20%). Students will use the e-learning environment moodle for their studies.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively participated in seminar discussions, completed the midterm tests at an excellent level, and completed the midterm assignments excellently.
B (90-81%, very good - above average standard),), the student actively participated in seminar discussions, completed midterm tests and assignments at a very good level
C (80-73%, good - normal reliable work), the student was less actively involved in seminar discussions, he/she completed the midterm tests and assignments at a good level with slight shortcomings
D (72-66%, satisfactory - acceptable results), the student did not actively participate in seminar discussions, he/she completed midterm tests and assignments at a satisfactory level
E (65-60%, sufficient - results meet the minimum criteria), the student did not actively participate in discussions in seminars, midterm tests and midterm assignments were done at the minimum level
Fx (59-0%, insufficient - extra work required)

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
Students are familiar with the principles of critical thinking, they can prepare their own activities on the basis of universal scenarios on the subject aimed at the Development critical thinking. They

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

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

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

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

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

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

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

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

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde015/22	Developmental disorders

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

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

Number of credits: 4

Recommended semester: 5.

Educational level: I.

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

Recommended prerequisites:
B-PSYde005 Developmental psychology

Course requirements:
50% of the interim evaluation + 50% of the final evaluation
During the semester, students will prepare a term paper (max. 20 points) and present the term paper (max. 10 points), take a midterm test (max. 30 points) and a final exam (max. 40 points). The final examination will consist of a written test. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through the various literature sources of information, are able to select relevant sources of information for their studies, are able to navigate the issues of childhood developmental disorders, i.e., have basic information about their

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

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

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

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

Recommended literature:

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

Languages necessary to complete the course:

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

Notes:

Past grade distribution
Total number of evaluated students: 139

A	ABS	B	C	D	E	FX
37,41	0,0	31,65	19,42	6,47	5,04	0,0

Lecturers: Mgr. Zuzana Štefanec, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde005/22	Developmental psychology

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

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

Number of credits: 4

Recommended semester: 2.

Educational level: I.

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

Recommended prerequisites:
B-PSYde001 General Psychology

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

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

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

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

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

Recommended literature:

Required reading:

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

Recommended reading: (further study, seminar papers)

Monographs and teaching texts

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

Periodicals and scientific databases

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

Languages necessary to complete the course:

Slovak and Czech language primary and English language secondary

Notes:

Past grade distribution
Total number of evaluated students: 199

A	ABS	B	C	D	E	FX
6,03	0,0	27,64	38,19	14,57	6,53	7,04

Lecturers: doc. PhDr. Mária Glasová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde002/22	**Course title:** Digital technologies 1
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course The course is completed by assessment, the weighting of the interim and final assessment is 100/0. # active participation in seminars conducted by both face-to-face and distance learning methods; # processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits; # development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits. The rating is awarded on a scale: A (100-91%, excellent - outstanding results), B (90-81%, very good - above average standard), C (80-73%, well - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required) For successful completion of the educational subject it is necessary to obtain at least 60 % of the score. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,	

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

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

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

Class syllabus:

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

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

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

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

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

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

Recommended literature:

Recommended reading:

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

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde002/22	**Course title:** Digital technologies 1
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course

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

active participation in seminars conducted by both face-to-face and distance learning methods;

processing of partial (distance) deliverables/assignments according to the lecturer's assignment during the semester from the selected subject areas and their submission in electronic form within the set deadline, which are continuously checked and evaluated by the lecturer, constitutes 80% of the total achievable point value; Submission of partial assignments is a condition for the award of credits;

development of a semester project - at the end of the semester, the student develops through the cloud tool Prezi Present an original and visually impressive presentation of the educational content of the selected teaching subject at primary school / high school in the intent of the approbation subjects that the student is studying in the study programs of teaching at the Faculty of Education at Charles University; The structure of the presentation should be based on one of the templates from the library of customizable templates supported by Prezi Present; Personal presentation of the created project in Prezi in front of the whole study group; Successful implementation and defense of the project constitutes 20% of the total achievable point value and is a condition for the award of credits.

The rating is awarded on a scale:

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

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

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

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

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

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

For successful completion of the educational subject it is necessary to obtain at least 60 % of the score.

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments,

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

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

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

Class syllabus:

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

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

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

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

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

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

Recommended literature:

Recommended reading:

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

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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.
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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde011/22	Educational psychology

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

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

Number of credits: 4

Recommended semester: 4.

Educational level: I.

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

Recommended prerequisites:
B-PSYde005 Developmental psychology

Course requirements:
50% of the interim evaluation + 50% of the final evaluation
There will be one written examination during the semester with the possibility to get 30 points, students and present a seminar paper of max. 20 minutes + 10 minutes discussion or make the output interactive in the way of PepTalk/TedTalk, or as a video presentation (of students' choice) (max. 15 points), the level of giving feedback in the group (5 points). The exam will consist of a written part (30 points) and an oral part (20 points). Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, the student needs to produce consistently excellent results, be able to study independently, and be able to reflect on the problems presented. The student is able to navigate a variety of literary sources of information and is able to select relevant sources for his/her study, is able to analyze and select professional or scientific information and to present to a group, is

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

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

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

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

Recommended literature:

Compulsory readings:
Čáp, J., & Mareš, J. (2007). Psychologie pro učitele. Portál.
Jedlička, R., Koťa, J., & Slavík, J. (2018). Pedagogická psychologie pro učitele. Psychologie vo výchově a vzdělávaní. Grada. (vybrané kapitoly: 1.., 2., 3.2, 3.3. 3.4., 3.5, 3.6 ale aj 4., 5.6 a 9).
Recommended readings:
Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, Ľ., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského. (vybrané kapitoly: 2.2. Rozdielnosť detí – pohľad spoza učiteľskej katedry a 2.3 Rastové alebo fixné nastavenie pri vnímaní rozdielnosti, 2.4 Predsudky učiteľov a učiteliek voči rómskemu etniku vo vzťahu k inklúzii).
Sokolová, L., Jursová Zacharová, Z., Lemešová, M., Cabanová, K., & Šramová, B. (2015). Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Univerzita Komenského. 7-69.
Veselský, M. (2007). Pedagogická psychológia 1. Teória a prax. Univerzita Komenského.
Websites:
Asociácia školskej psychológie - http://www.aspsr.sk/skolska-psychologia.
Pedagogická a školská psychológia (Učebnica) https://pdf.truni.sk/e-ucebnice/psp/.
Časopis: Školní psycholog/Školský psychológ: https://journals.muni.cz/skolnipsycholog/index.
VUDPaP: www.vudpap.sk.

Languages necessary to complete the course:

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

Notes:

Past grade distribution

Total number of evaluated students: 158

A	ABS	B	C	D	E	FX
59,49	0,0	20,25	10,13	6,33	3,8	0,0

Lecturers: Mgr. Zuzana Štefanec, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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: 2., 4., 6.

Educational level: I.

Prerequisites:

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

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

Learning outcomes:

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

Class syllabus:

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

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

Recommended literature:

Recommended reading:

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

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

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

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde021/22	**Course title:** Ethical Propaedeutics
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 2 hours seminar/week; total 22 hours per semester, combined (primarily full-time) Student workload: 11 x 2 hours of teaching = 22 hours; 33 hours of class preparation (including written preparation); 2 hours of preparation for the paper. Total 57 Teaching methods: In the self-study, it is mainly a work with the text (selected passages of works of important authors relevant to the topic under discussion, scientific articles) or a critical reflection on other material (film); during seminars, the individual study of the assigned text (material) - which determines the main topic of the lesson - is followed mainly by dialogical methods such as discussion, interview, Socratic method, which are complemented by monological methods of interpretation, explanation, or lecturing.	
Number of credits: 2	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: 100% of the continuous assessment, which includes: 20% class preparation, 40% class activity, 40% report. 1. Preparation for each lesson, which consists of reading and reviewing the assigned text and handing in the outline by the beginning of the lesson. 2. Active participation in class - engaging in discussion. 3. Prepare and present a paper on the chosen topic. For successful completion of the course, it is necessary to obtain at least 60% of the points. The rating is awarded on a scale: A (100-94%, excellent - outstanding results), B (93-86%, very good - above average standard), C (85-76%, well - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required).	

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

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

Class syllabus:
1. Introduction to ethics as a philosophical discipline; definition of the subject of ethics and the basic concepts of ethics, morality, etiquette; basic forms of ethics.
2. Introduction of basic ethical concepts (virtue ethics, hedonism, deontological ethics, utilitarianism).
3. Selected forms of psychological ethics (Freud, Fromm, Frankl).
4. Psychology and the Problem of Evil (Zimbardo, Milgram).
5. The psychology of morality (Piaget, Kohlberg).

Recommended literature:
Compulsory readings:

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

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 6

A	ABS	B	C	D	E	FX
50,0	0,0	16,67	33,33	0,0	0,0	0,0

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde007/22	Ethics

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
Lecture + seminar, 4 hours /week (2P+2S), i.e. 44 hours /semester, combined method (mostly full-time)
Student workload:
11 x (4) hours of direct teaching = 44 hours; 36 hours of individual preparation for classes (including written preparation in the form of outlines); 30 hours of preparation for the midterm test; 50 hours of preparation for the oral examination. 160 hours in total.
Teaching methods:
Individual preparation consists mainly of work with the text (selected passages from the works of major philosophers that are relevant to the subject) or critical reflection on other material (film); during joint classes, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 6

Recommended semester: 5.

Educational level: I.

Prerequisites:

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

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

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

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

Recommended literature:
Compulsory readings:
Kohák, E.: Svoboda, svědomí, soužití. Kapitoly z mezilidské etiky. Praha: SLON, 2004
(První prednáška. Filosofie, etika, svoboda, s. 9 - 23).

Aristoteles: Etika Nikomachova (Kniha druhá, kap. 1-6, zlomky 1103a15-1107a28).
Epikuros: O šťastnom živote l. Martin: Thetis, 2014 (List Menoikeovi, s. 73-77).
Sextus Empiricus: Základy pyrrhonskej skepsy. Bratislava: Pravda, 1984 (1. kniha, kap. 1-12, s. 21-29).
Akvinský, T.: Otázky o cnostech I. Praha: Krystal OP, 2013, (De Virt., q. 1, a. 10, s. 161-183).
Kant, I.: Základy metafyziky mravov. Bratislava: Kalligram, 2004 (Predslov a Prvá kapitola, s. 9-30).
Mill, J. S.: Utilitarizmus. In: Mill, J. S.: Logika liberalizmu. Bratislava: Kalligram, 2005 (II. kap. Čo je utilitarizmus, s. 475-499).
Nietzsche, F.: Mimo dobro a zlo: předehra k filosofii budoucnosti. Praha: Aurora, 2003 (Hlava V: K přírodopisu morálky, s. 83-101).
Lorenz, K.: Takzvané zlo. Praha: Mladá fronta, 1992 (12-14. kap., s. 187-231).
Ridley, M.: Původ ctnosti. O evolučních základech a zákonitostech nesobeckého jednání člověka. Praha: Portál, 2015 (3. kap. Vězňovo dilema, s. 63-96).
Schweitzer, A.: Kultúra a etika. Bratislava: Slovenský spisovateľ, 1986 (Etika úcty k životu, s. 350-376).
Freud, S.: Totem a tabu. (časť IV, 5-7, s. 95-107).
Milgram, S.: Poslušnost vůči autoritě. Experiment, který spochybnil lidskou přirozenost. Prel. H Antonínová, Praha: Portál, 2017 (11. kap. Proces poslušnosti: analýza experimentu).
Jaspers, K.: Otázka viny. Praha: Academia, 2006, s. 19-44 (Úvod, časť (A) Schematika rozlišení).
Šmausová, G.: Komunikatívní jednání a komunikatívní racionalita v díle J. Habermasa. In: Filosofický časopis, roč. 47, č. 3, 1999, s. 473-485.
Habermas, J.: Budoucnost lidské přirozenosti. Na ceste k liberální eugenice? Prel. A. Bakešová, Praha: Filosofia, 2003 (Odůvodněná zdrženlivost, s. 9-23).
Zaviš, M.: Úvod do systematickej etiky. Žilina: Žilinská univerzita v Žiline, 2017.
Recommended readings:
Anzenbacher, A.: Úvod do etiky. Praha: Zvon, 1994
Čapek, J. et al.: Přístupy k etice II. Praha: Filosofia, 2015.
Kohák, E.: Člověk, dobro a zlo. Praha: JEŽEK, 1993.
Remišová, A. (ed.):.Dejiny etického myslenia v Európe a USA. Bratislava: Kalligram, 2008.
Sokol, J.: Etika, život, instituce. Pokus o praktickou filosofii. Praha: Vyšehrad, 2014.
Špinka, Š. et al.: Přístupy k etice I. Praha: Filosofia, 2014.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 288

A	ABS	B	C	D	E	FX
25,69	0,0	25,0	27,08	10,76	2,43	9,03

Lecturers: Mgr. Michal Bizoň, PhD., prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde007/22	Ethics

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
Lecture + seminar, 4 hours /week (2P+2S), i.e. 44 hours /semester, combined method (mostly full-time)
Student workload:
11 x (4) hours of direct teaching = 44 hours; 36 hours of individual preparation for classes (including written preparation in the form of outlines); 30 hours of preparation for the midterm test; 50 hours of preparation for the oral examination. 160 hours in total.
Teaching methods:
Individual preparation consists mainly of work with the text (selected passages from the works of major philosophers that are relevant to the subject) or critical reflection on other material (film); during joint classes, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 6

Recommended semester: 4.

Educational level: I.

Prerequisites:

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

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

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

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

Recommended literature:
Compulsory readings:
Kohák, E.: Svoboda, svědomí, soužití. Kapitoly z mezilidské etiky. Praha: SLON, 2004
(První prednáška. Filosofie, etika, svoboda, s. 9 - 23).

Aristoteles: Etika Nikomachova (Kniha druhá, kap. 1-6, zlomky 1103a15-1107a28).
Epikuros: O šťastnom živote l. Martin: Thetis, 2014 (List Menoikeovi, s. 73-77).
Sextus Empiricus: Základy pyrrhonskej skepsy. Bratislava: Pravda, 1984 (1. kniha, kap. 1-12, s. 21-29).
Akvinský, T.: Otázky o cnostech I. Praha: Krystal OP, 2013, (De Virt., q. 1, a. 10, s. 161-183).
Kant, I.: Základy metafyziky mravov. Bratislava: Kalligram, 2004 (Predslov a Prvá kapitola, s. 9-30).
Mill, J. S.: Utilitarizmus. In: Mill, J. S.: Logika liberalizmu. Bratislava: Kalligram, 2005 (II. kap. Čo je utilitarizmus, s. 475-499).
Nietzsche, F.: Mimo dobro a zlo: předehra k filosofii budoucnosti. Praha: Aurora, 2003 (Hlava V: K přírodopisu morálky, s. 83-101).
Lorenz, K.: Takzvané zlo. Praha: Mladá fronta, 1992 (12-14. kap., s. 187-231).
Ridley, M.: Původ ctnosti. O evolučních základech a zákonitostech nesobeckého jednání člověka. Praha: Portál, 2015 (3. kap. Vězňovo dilema, s. 63-96).
Schweitzer, A.: Kultúra a etika. Bratislava: Slovenský spisovateľ, 1986 (Etika úcty k životu, s. 350-376).
Freud, S.: Totem a tabu. (časť IV, 5-7, s. 95-107).
Milgram, S.: Poslušnost vůči autoritě. Experiment, který spochybnil lidskou přirozenost. Prel. H Antonínová, Praha: Portál, 2017 (11. kap. Proces poslušnosti: analýza experimentu).
Jaspers, K.: Otázka viny. Praha: Academia, 2006, s. 19-44 (Úvod, časť (A) Schematika rozlišení).
Šmausová, G.: Komunikatívní jednání a komunikatívní racionalita v díle J. Habermasa. In: Filosofický časopis, roč. 47, č. 3, 1999, s. 473-485.
Habermas, J.: Budoucnost lidské přirozenosti. Na ceste k liberální eugenice? Prel. A. Bakešová, Praha: Filosofia, 2003 (Odůvodněná zdrženlivost, s. 9-23).
Zaviš, M.: Úvod do systematickej etiky. Žilina: Žilinská univerzita v Žiline, 2017.
Recommended readings:
Anzenbacher, A.: Úvod do etiky. Praha: Zvon, 1994
Čapek, J. et al.: Přístupy k etice II. Praha: Filosofia, 2015.
Kohák, E.: Člověk, dobro a zlo. Praha: JEŽEK, 1993.
Remišová, A. (ed.):.Dejiny etického myslenia v Európe a USA. Bratislava: Kalligram, 2008.
Sokol, J.: Etika, život, instituce. Pokus o praktickou filosofii. Praha: Vyšehrad, 2014.
Špinka, Š. et al.: Přístupy k etice I. Praha: Filosofia, 2014.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 288

A	ABS	B	C	D	E	FX
25,69	0,0	25,0	27,08	10,76	2,43	9,03

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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.
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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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde024/22	**Course title:** Family education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

The rating is awarded on a scale:

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommended literature:

Compulsory reading:

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

Recommended reading:

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

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde016/22	Gender aspects in education and training

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
Seminar, 2 hours per week, i.e. 22 hours in total per semester, combined method (mostly in attendance)
Student workload:
2 hours seminar per week (2 credits)= 22 hours of instruction, 15 hours of work on assignments given continuously during the semester. 23 hours of continuous study of literature and preparation for seminar, Total 60 hours per semester.
Teaching methods:
Discussion, lecturing, work with text - method of analysis, interpretation, application, work with textbook, experiential methods, group work, guided self-study - moodle.uniba.sk

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
100% of the continuous assessment includes: during the semester there will be approximately 4-6 assignments: focused on working with a professional text and its application in an example and interpretation of an example based on the professional text, analysis of stereotypes in the teaching texts, elaboration of the professional literature into an annotation with questions on the readings. Students will use the e-learning environment moodle for their studies.
A minimum score of 60% is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences

in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education. They are able to link the issue to human rights and education for democratic citizenship.
Learning objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy in school, perceive the educational process from a gender perspective. They will learn to identify the topics of relational sex education with the topics of civic education

Class syllabus:
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender-sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialization, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

Recommended literature:
Compulsory readings:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended readings:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0
BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
85,54	0,0	4,55	3,31	0,41	1,65	4,55

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

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde016/22	Gender aspects in education and training

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
Seminar, 2 hours per week, i.e. 22 hours in total per semester, combined method (mostly in attendance)
Student workload:
2 hours seminar per week (2 credits)= 22 hours of instruction, 15 hours of work on assignments given continuously during the semester. 23 hours of continuous study of literature and preparation for seminar, Total 60 hours per semester.
Teaching methods:
Discussion, lecturing, work with text - method of analysis, interpretation, application, work with textbook, experiential methods, group work, guided self-study - moodle.uniba.sk

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
100% of the continuous assessment includes: during the semester there will be approximately 4-6 assignments: focused on working with a professional text and its application in an example and interpretation of an example based on the professional text, analysis of stereotypes in the teaching texts, elaboration of the professional literature into an annotation with questions on the readings. Students will use the e-learning environment moodle for their studies.
A minimum score of 60% is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students know the mechanisms to prevent the violation of equal opportunities for women and men (girls and boys) in education; they can identify gender stereotypes and their negative consequences

in the educational process. They use methods to deepen gender democracy in school; They perceive the educational process from a gender perspective. They can name and find connections between gender-sensitive education and the cross-cutting theme of education for marriage and parenthood (sex education); apply the gender perspective in relational sex education. They are able to link the issue to human rights and education for democratic citizenship.
Learning objectives:
Students will acquire knowledge and skills that will enable them to prevent violations of equal opportunities for women and men (girls and boys), eliminate gender stereotypes and their negative consequences in the educational process, deepen gender democracy in school, perceive the educational process from a gender perspective. They will learn to identify the topics of relational sex education with the topics of civic education

Class syllabus:
Brief outline of the course:
Definition of the terms: gender, sex, gender stereotypes, gender-sensitive education, direct and indirect discrimination. Education and training from a gender perspective - theories of gender socialization, feminist pedagogy, models of gender-sensitive pedagogy. Gender in the pedagogical process. Inequalities in school from a gender perspective. Language - gender insensitivity. Research, projects, development of study materials, methodologies - gender perspective. Gender aspects of marriage and parenthood/sexual relationship education in schools.

Recommended literature:
Compulsory readings:
BOSÁ, M., MINAROVIČOVÁ, K. (2011). Rodovo citlivá výchova, In: Kiczková, Z., Szapuová, M. Rodové štúdiá, Bratislava : Univerzita Komenského v Bratislave, s. 161-181. ISBN 978-80-223-2934-7
SMETÁČKOVÁ, I. (2016). Genderové vyjednávaní ve školních třídách. In: Genderové představy a vztahy. Praha: SLON, s. 177-216. ISBN 978-80-7419-229-6
SMETÁČKOVÁ, I., VLKOVÁ, K. (zost.). (2005). Gender ve škole I, II. Praha: Otevřená společnost, 2005.
Recommended readings:
BABANOVÁ, A., MIŠKOLCI, J. (zost.). (2007). Genderově citlivá výchova: Kde začít? Praha: Žába na prameni. ISBN 978-80-239-8798-0
BOSÁ, M., MINAROVIČOVÁ, K. (2006). Rodovo citlivá výchova. Bratislava: EsFem.
CVIKOVÁ, J., JURÁŇOVÁ, J. (ed.). (2003). Ružový a modrý svet. Bratislava: Aspekt. ISBN 0-89140-02-5.
HOPPE, H., HOPPE, S., KREBEL, J. (2001). Sociálně psychologické hry pro dospívající: Rozvoj pohlavní identity, prevence agresivity a zneužívání. Praha: Portál, ISBN 978-80-7178-434-0
JARKOVSKÁ, L. (2014). Gender před tabulí. Praha: SLON. ISBN 978-80-7419-119-0.
LUKŠÍK, I., SUPEKOVÁ, M. (2003). Sexualita a rodovosť v sociálnych a výchovných súvislostiach. Bratislava: Humanitas,. ISBN 80-89124-01-1.
RENZETTI, C.M., CURRAN, D. J. (2005). Ženy, muži a společnost. Praha: Karolinum. ISBN 80-246-0525-2
ROVŇANOVÁ, L., LUKŠÍK, I., LUKŠÍKOVÁ, Ľ. (Eds.). (2007). Príručka pre sexuálnu výchovu na druhom stupni základných škôl v rámci osnov výchovy k manželstvu a rodičovstvu. Bratislava: OKAT PLUS, ISBN 978-80-8872-010-2.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
85,54	0,0	4,55	3,31	0,41	1,65	4,55

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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:
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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:
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KOMENSKÝ, J. A.1954. Veľká didaktika. Bratislava: SPN, 272 s. ISBN 9-3264/53
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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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde010/22	General pathopsychology

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

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

Number of credits: 4

Recommended semester: 3.

Educational level: I.

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

Recommended prerequisites:
B-PSYde005 Developmental psychology

Course requirements:
50% of the interim evaluation + 50% of the final evaluation
The interim assessment includes an interim test (30 points) and a seminar paper on the assigned topic and Power Point presentation (20 points). The final assessment will consist of a final exam in the form of a written test (50 points). For successful completion of the course, it is necessary to obtain a minimum of 60% of the points.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, students need to submit outstanding work and results continuously throughout the semester and are capable of independent study. Students are able to select relevant sources for their study, understand the general patterns of psyche formation under disability conditions, and

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

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

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

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

Recommended literature:

Compulsory readings:

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

Recommended readings:

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

Languages necessary to complete the course:

Slovak language, English language

Notes:

Past grade distribution

Total number of evaluated students: 162

A	ABS	B	C	D	E	FX
53,09	0,0	33,95	9,26	3,09	0,0	0,62

Lecturers: doc. PhDr. Marian Groma, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde001/22	General psychology

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

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

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

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

The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
For a grade of A, the student needs to produce consistently excellent results, be able to study independently, and be able to reflect on the problems presented. The student is able to navigate through a variety of professional information, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is proficient in theoretical and empirically derived knowledge of general psychology, and understands the scientific way of thinking and hypothesis formation. He/she is also able to self-reflect, to receive feedback in the process of evaluating his/her studies and outcomes, and to provide feedback to others.
A grade of B means that the student has performed above average throughout the semester, has been able to study independently, has a very good command of all the important knowledge of general psychology, can navigate the literature study very well, understands the scientific way of thinking, but has slight deficiencies in creative and critical thinking.
A grade of C means that the student has performed standardly well during the semester, has engaged in activities, his/her theoretical knowledge of the subject matter is at a good level, but lacks the ability to apply this knowledge quite correctly, to critically evaluate and compare the various literary sources and psychological knowledge. He is not able to reflect and evaluate more complex or problematic situations (psychological theories, experiments, etc.) adequately; he needs help in creative and critical thinking tasks.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has greater problems in independent implementation work as well as in group work, cannot critically analyse information quite well and has problems applying more complex knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge correctly on his/her own, and fails more often in critical thinking and in applying more complex theoretical knowledge to practice, but has mastered most of the basic and necessary theoretical knowledge of the subject.
A grade of Fx indicates that the student needs further study or extra work on assignments to acquire the necessary knowledge at the required standard level (60%).
Scale of assessment (preliminary/final): 50% of continuous assessment + 50% of final assessment

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

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

Class syllabus:

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

Recommended literature:

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

Languages necessary to complete the course:

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

Notes:

Past grade distribution
Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
21,98	0,0	16,81	19,83	13,36	12,5	15,52

Lecturers: PaedDr. Eva Vancu, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde019/22	Global and development studies

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
Seminar, 2 hours/week, i.e. 22 hours/semester, combined method (mostly by attendance).
Student workload: 22 hours of direct teaching, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment. 60 hours in total.
Teaching methods: Problem-based explanation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment: 100/0
The interim assessment includes an interim written assignment on global and development studies (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required.
The rating is awarded on a scale:
A 100-91%, excellent -excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes.
B 90-81%, very good -above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade.
C 80-73%, good -normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade.
D 72-66%, satisfactory -acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of

points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Global and Development Studies focuses on education for enhancing responsibility for the natural, economic, social, cultural environment of the world on both local and global scales, with an emphasis on explaining and understanding the interconnectedness of the world and the need for systemic approaches to global problems. Completion of this course will provide the student with the ability to find the global dimension in the curriculum of traditional academic disciplines, as well as the skill to implement it in context, through project and problem-based inquiry. The graduate will gain the ability to address global issues from the perspective of the individual, the local community, the nation, and the world community.

Class syllabus:
Global and development studies as a dimension of civic education. Millennium Development Goals. Media, its position and role in society. Globalization. Gender equality. Education, its need and accessibility. Environment, Health as a prerequisite for the growth of society. Fair trade. Poverty and hunger. World trade and debt. Humanitarian and development aid. Democracy and civil society. Human rights. War and terrorism. Xenophobia and discrimination; Tolerance and multiculturalism. Minorities, refugees and migration. Demographic developments in the world . Education for sustainable development.

Recommended literature:
LYSÝ, J. a kol. 2007. Globálne rozvojové vzdelávanie, Bratislava. Album, 180 s. ISBN 978-80968667-7-9.
KLINEC, I. 2010. Zelené myslenie pre zelenú budúcnosť. Alternatívne ekonomické a sociálne teórie podporujúce smerovanie k udržateľnému rozvoju. Dostupné na: http://www.akademickyrepozitar.sk/sk/repozitar/zelene-myslenie.pdf
SMITH, CH; KOCH, R. 2011. Samovražda Západu, INAQUE.SK, 2016 s. ISBN 978-80970661-5-4
LORENZ,K. 1990. Osm smrtelných hříchů, Praha: Academia. ISBN 80-200-0842-XNárodná stratégia pre globálne rozvojové vzdelávanie 2012 –2016. Dostupné na http://www.sccd-sk.org/sk/icgv/globalne-vzdelavanie/narodna-strategia-gv
Globálne vzdelávanie na Slovensku. Portál http://www.globalnevzdelavanie.sk/

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 111

A	ABS	B	C	D	E	FX
70,27	0,0	18,92	6,31	1,8	0,9	1,8

Lecturers: Mgr. Lucia Hlavatá, PhD.

Last change: 10.11.2022
Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde019/22	Global and development studies

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
Seminar, 2 hours/week, i.e. 22 hours/semester, combined method (mostly by attendance).
Student workload: 22 hours of direct teaching, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment. 60 hours in total.
Teaching methods: Problem-based explanation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment: 100/0
The interim assessment includes an interim written assignment on global and development studies (40% of the mark) and an interim didactic test (60% of the mark). To pass the course, a minimum of 60% of the total mark is required.
The rating is awarded on a scale:
A 100-91%, excellent -excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to an A grade. Note: The score or percentage of the interim assignment reflects the degree to which the student's performance on the interim assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the interim written task are designed to verify the specified learning outcomes.
B 90-81%, very good -above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the intermediate task, corresponds to a B grade.
C 80-73%, good -normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to a C grade.
D 72-66%, satisfactory -acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of

points or percentages, together with the score (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the intermediate task, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Global and Development Studies focuses on education for enhancing responsibility for the natural, economic, social, cultural environment of the world on both local and global scales, with an emphasis on explaining and understanding the interconnectedness of the world and the need for systemic approaches to global problems. Completion of this course will provide the student with the ability to find the global dimension in the curriculum of traditional academic disciplines, as well as the skill to implement it in context, through project and problem-based inquiry. The graduate will gain the ability to address global issues from the perspective of the individual, the local community, the nation, and the world community.

Class syllabus:
Global and development studies as a dimension of civic education. Millennium Development Goals. Media, its position and role in society. Globalization. Gender equality. Education, its need and accessibility. Environment, Health as a prerequisite for the growth of society. Fair trade. Poverty and hunger. World trade and debt. Humanitarian and development aid. Democracy and civil society. Human rights. War and terrorism. Xenophobia and discrimination; Tolerance and multiculturalism. Minorities, refugees and migration. Demographic developments in the world . Education for sustainable development.

Recommended literature:
LYSÝ, J. a kol. 2007. Globálne rozvojové vzdelávanie, Bratislava. Album, 180 s. ISBN 978-80968667-7-9.
KLINEC, I. 2010. Zelené myslenie pre zelenú budúcnosť. Alternatívne ekonomické a sociálne teórie podporujúce smerovanie k udržateľnému rozvoju. Dostupné na: http://www.akademickyrepozitar.sk/sk/repozitar/zelene-myslenie.pdf
SMITH, CH; KOCH, R. 2011. Samovražda Západu, INAQUE.SK, 2016 s. ISBN 978-80970661-5-4
LORENZ,K. 1990. Osm smrtelných hříchů, Praha: Academia. ISBN 80-200-0842-XNárodná stratégia pre globálne rozvojové vzdelávanie 2012 –2016. Dostupné na http://www.sccd-sk.org/sk/icgv/globalne-vzdelavanie/narodna-strategia-gv
Globálne vzdelávanie na Slovensku. Portál http://www.globalnevzdelavanie.sk/

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 111

A	ABS	B	C	D	E	FX
70,27	0,0	18,92	6,31	1,8	0,9	1,8

Lecturers:

Last change: 10.11.2022
Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde024/22	History of European culture

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

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde024/22	History of European culture

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

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde005/22	History of philosophy I.

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
Lecture+seminar, 2 hours/week, i.e., 22 hours per semester, combined method (mostly full-time)
Student workload:
11 x (2) hours of direct teaching = 22 hours; 33 hours of individual preparation for classes (including written); 30 hours of preparation for final test; 35 hours of preparation for exam. 120 hours total.
Learning methods:
The individual preparation consists mainly of work with the text (selected passages from the works of major philosophers that are relevant to the subject); during the common lessons, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde004/22 - Philosophical propedeutics

Recommended prerequisites:
B-VOBde004 Philosophical propedeutics

Course requirements:
The course ends with an oral examination. Weighting of interim and final marks: 50/50
Interim assessment includes: preparation of summaries for assigned texts; final test.
To pass the course, a minimum of 60% marks in the outlines, 60% in the test and 60% in the oral examination is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet the minimum criteria),
Fx (59-0%, inadequate - extra work required).
The assessment conditions in each assessment area will be specified in the course syllabus.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are also based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

Class syllabus:
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: Pre-Socratics (Ionian philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abélard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)
Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galileo)
Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)
5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. Enlightenment in France (Montesquieu, Voltaire, Rousseau, Encyclopedists, Materialists)
7. Enlightenment in Germany (Kant)

Recommended literature:
Compulsory readings:
Selected passages from the works:
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 2007.
Antológia z diel filozofov III. - Patristika a scholastika. Bratislava: Pravda, 1975.

Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 1976.
Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 1970.
Recommended readings:
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 2009.
Leško, V. – Mihina, F.: Dejiny filozofie. Bratislava: Iris, 1993.
Scruton, R.: Krátké dějiny novověké filosofie. Od Descarta k Wittgesteinovi. Brno: Barrister & Principal, 2005.
Storig, H. J.: Malé dějiny filosofie. Kostelní Vydří: KNA, 2007.
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 844

A	ABS	B	C	D	E	FX
31,16	0,0	29,38	19,19	9,0	4,38	6,87

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde005/22	History of philosophy I.

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
Lecture+seminar, 2 hours/week, i.e., 22 hours per semester, combined method (mostly full-time)
Student workload:
11 x (2) hours of direct teaching = 22 hours; 33 hours of individual preparation for classes (including written); 30 hours of preparation for final test; 35 hours of preparation for exam. 120 hours total.
Learning methods:
The individual preparation consists mainly of work with the text (selected passages from the works of major philosophers that are relevant to the subject); during the common lessons, it is mainly monological methods of lecturing, interpretation and explanation, which are suitably supplemented by dialogical methods such as conversation, discussion, the Socratic method, and also work with the text.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde004/22 - Philosophical propedeutics

Recommended prerequisites:
B-VOBde004 Philosophical propedeutics

Course requirements:
The course ends with an oral examination. Weighting of interim and final marks: 50/50
Interim assessment includes: preparation of summaries for assigned texts; final test.
To pass the course, a minimum of 60% marks in the outlines, 60% in the test and 60% in the oral examination is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet the minimum criteria),
Fx (59-0%, inadequate - extra work required).
The assessment conditions in each assessment area will be specified in the course syllabus.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Completion of the course will provide students with a certain handle on orientation in the nowadays almost opaque tangle of diverse philosophical directions, movements, orientations and attitudes, will provide them with basic categorical-conceptual equipment and methodological instrumentation useful in other special sciences and disciplines (sociology, pedagogy, political science, psychology, etc.), which will help to bridge their particularism in favour of a global vision and solutions to the problems of the contemporary world. Knowledge of the approaches of different philosophical trends to certain problems will facilitate the students' professional and human orientation in the contemporary world, since many pedagogical, economic, social, legal and political concepts are also based on these philosophical trends as their conceptual framework. The course also emphasizes the mapping of these overlaps of philosophy into other components of culture. The problem field thus delineated will help the students to reflect and specify their own position and provide arguments for the vindication of their own positions, thus contributing to better self-knowledge and self-identification. History of Philosophy provides students with the experience of encountering the "other", giving guidance and cultivating habits of coping with it, and thus teaching them tolerance and respect for other points of view. By completing the course, the student develops transferable competencies such as communication skills, analytical skills, abstract thinking skills, critical thinking skills, motivation and the ability to learn, and reasoning in context.
Learning objectives:
To familiarize students with the history of European philosophical thought and to provide them with a basic conceptual and methodological apparatus that they will be able to use in other special sciences such as pedagogy, political science, psychology, or sociology.

Class syllabus:

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: Pre-Socratics (Ionian philosophy - School of Miletus, Xenophanes, Heracleitos; Philosophy in the West - Pythagoras, Parmenides, Zeno, Empedocles; Reaction of Ionian philosophy - Anaxagoras, Democritus); Classical Greek Philosophy (Sophists, Socrates, Plato, Aristotle); Hellenistic period (Stoicism, Epicureanism, Skepticism).
3. Medieval Philosophy: Patristics (Augustine); Early Scholasticism (Eriugena, Anselm of Canterbury, Abélard); High Scholasticism (Albert the Great, Aquinas, Bonaventure, R. Bacon); Late Scholasticism (Occam, Scotus)

Renaissance philosophy: M. Kuzansky; Renaissance Platonism and Aristotelianism (Ficinus, Mirandola, Pompanazzi); Renaissance natural science (Copernicus, Kepler, Galileo)

Renaissance philosophy of nature (Telesio, Bruno); Renaissance social philosophy (Machiavelli, More, Campanella); Renaissance humanism (Erasmus of Rotterdam, Montaigne); Reformation (Luther, Calvin, Münzer, Zwingli)

5. Modern Philosophy: Origins of Modern Empiricism and Mechanistic Materialism (F. Bacon, Hobbes); Modern Rationalism (Descartes, Spinoza, Leibniz); Modern Empiricism (Locke, Berkley, Hume)
6. Enlightenment in France (Montesquieu, Voltaire, Rousseau, Encyclopedists, Materialists)
7. Enlightenment in Germany (Kant)

Recommended literature:

Compulsory readings:
Selected passages from the works:
Antológia z diel filozofov - Predsokratovci a Platón. Bratislava: IRIS, 1998.
Antológia z diel filozofov - Od Aristotela po Plotina. Bratislava: IRIS, 2007.
Antológia z diel filozofov III. - Patristika a scholastika. Bratislava: Pravda, 1975.

Antológia z diel filozofov - Humanizmus a renesancia. Bratislava: IRIS, 2009.
Antológia z diel filozofov V. Novoveká empirická a osvietenská filozofia. Bratislava: VPL, 1976.
Antológia z diel filozofov VI. Novoveká racionalistická filozofia. Bratislava: Epocha, 1970.
Recommended readings:
Antológia z diel filozofov - Patristika a scholastika. Bratislava: Dobrá kniha, 2009.
Leško, V. – Mihina, F.: Dejiny filozofie. Bratislava: Iris, 1993.
Scruton, R.: Krátké dějiny novověké filosofie. Od Descarta k Wittgesteinovi. Brno: Barrister & Principal, 2005.
Storig, H. J.: Malé dějiny filosofie. Kostelní Vydří: KNA, 2007.
Dějiny filosofie zv. 1-9. Praha: Oikoymenh, 2001 – 2020.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 844

A	ABS	B	C	D	E	FX
31,16	0,0	29,38	19,19	9,0	4,38	6,87

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde006/22	History of philosophy II.

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
Lecture + seminar; 2 hours weekly/22 hours per semester, blended learning (mainly face-to-face)
Student workload: 22 hours of face-to-face learning, 28 hours to work on written assignment, 50 hours of preparation for the final test, 20 hours of preparation for the oral examination. 120 hours in total.
Teaching methods:
- Problem-based learning.
- In seminars: Discussion of the topics covered, work with academic texts.

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde005/22 - History of philosophy I.

Recommended prerequisites:
B-VOBde005 – History of philosophy I.

Course requirements:
Weighting of continuous/final evaluation: 50/50 (the course is completed with an examination)
The continuous evaluation includes the written assignment - a structured interpretation of a specific philosophical text related to the period in the history of philosophy in question (30% of the grade)
The final evaluation includes a final didactic test (50% of the grade) and an oral examination focused on the understanding of the material (20% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to an A grade.
Note: The mark or percentage of the written assignment reflects the extent to which the assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes. The oral examination is aimed at verifying understanding of the material.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a C.
D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written assignment mark and the oral examination results, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The aim of the History of Philosophy II course is to present philosophy and its history as a kind of laboratory of human thought and the intellectual achievements of individual philosophers as an inspiring demonstration of how human thought was born, changed over time, and refined and qualitatively developed in the encounter with other points of view. History will be presented as a dialogue in which different, often contradictory views and ideological positions not only clash but also converge. The course will also aim, by comparing philosophical thought in different historical periods, to highlight the basic thematic shifts and changes in the logic of philosophical reasoning and methods of philosophical engagement with the world that have taken place during its history (with a particular focus on contemporary philosophical thought). The student will know the extra-philosophical (cultural-historical) and intra-philosophical preconditions of these changes. The student knows the preconditions for the emergence and formation of selected philosophical trends and orientations and can identify their overlaps with relevant disciplines and other components of culture. The student will also acquire the conceptual and methodological tools related to the profile directions of contemporary philosophical thought. Knowledge of the different approaches of different philosophical trends and their key representatives of certain problems and themes will facilitate students' professional and human orientation in the contemporary world, since many contemporary pedagogical, economic, social, legal and political concepts are based on their conceptual framework. The problem field defined in this way will help students reflect and refine their own position and provide them with arguments for defending their own views and attitudes on certain professional and social topics. The history of philosophy will be presented in a way that allows students to experience the encounter with the "other", thus exposing them to the necessity of coming to terms with plurality and heterogeneity of opinion to teach them tolerance and respect for other opinions and their bearers. It is also an expected goal of a course in the history of philosophy that the discussions that the issues raised by contemporary philosophical thought naturally evoke will cultivate in students the ability to think critically and abstractly and hone their argumentation and communication skills.

Class syllabus:
History of Philosophy II focuses on the period from the end of the German Enlightenment to the present. Criterial features that phrase the thought of that period into certain more ideologically compact sections and formations (paradigms). General characteristics of the philosophical thought developed in that period and the key ideological and thematic shifts that philosophical thought has undergone in comparison with its previous historical forms (literary turn, linguistic turn, pictorial

turn, turn to the everyday, departure from metaphysics, questioning of rationalist attitudes and historical optimism, departure from anthropocentrism, etc.). Representative philosophical trends and orientations developed within contemporary philosophical thought with a closer focus on their cultural-historical and socio-political background, their symptomatic features, methods and their own conceptual maps. The influence of contemporary philosophical thought on selected disciplines, the arts (literature, film and visual arts) and socio-political thought.

Recommended literature:

STORIG, H. J. 2007. Malé dějiny filosofie. Praha: Karmelitánské nakladatelství. ISBN 978-80-7195-206-0.

Recommended readings:

LEŠKO, V., MIHINA, F. 1993. Dejiny filozofie. Bratislava: Iris, 2. vyd. ISBN 80-967013-8-X.

PETŘÍČEK, M. 1999. Úvod do (současné) filosofie. Praha: Herrmann & synové. ISBN 978-80-8003-305-7.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 275

A	ABS	B	C	D	E	FX
18,55	0,0	16,36	30,55	21,45	9,82	3,27

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde006/22	History of philosophy II.

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
Lecture + seminar; 2 hours weekly/22 hours per semester, blended learning (mainly face-to-face)
Student workload: 22 hours of face-to-face learning, 28 hours to work on written assignment, 50 hours of preparation for the final test, 20 hours of preparation for the oral examination. 120 hours in total.
Teaching methods:
- Problem-based learning.
- In seminars: Discussion of the topics covered, work with academic texts.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde005/22 - History of philosophy I.

Recommended prerequisites:
B-VOBde005 – History of philosophy I.

Course requirements:
Weighting of continuous/final evaluation: 50/50 (the course is completed with an examination)
The continuous evaluation includes the written assignment - a structured interpretation of a specific philosophical text related to the period in the history of philosophy in question (30% of the grade)
The final evaluation includes a final didactic test (50% of the grade) and an oral examination focused on the understanding of the material (20% of the grade).
To pass the course, a minimum of 60% of the total score is required.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to an A grade.
Note: The mark or percentage of the written assignment reflects the extent to which the assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes. The oral examination is aimed at verifying understanding of the material.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a C.
D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the written assignment mark and the oral examination results, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written assignment mark and the oral examination results, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The aim of the History of Philosophy II course is to present philosophy and its history as a kind of laboratory of human thought and the intellectual achievements of individual philosophers as an inspiring demonstration of how human thought was born, changed over time, and refined and qualitatively developed in the encounter with other points of view. History will be presented as a dialogue in which different, often contradictory views and ideological positions not only clash but also converge. The course will also aim, by comparing philosophical thought in different historical periods, to highlight the basic thematic shifts and changes in the logic of philosophical reasoning and methods of philosophical engagement with the world that have taken place during its history (with a particular focus on contemporary philosophical thought). The student will know the extra-philosophical (cultural-historical) and intra-philosophical preconditions of these changes. The student knows the preconditions for the emergence and formation of selected philosophical trends and orientations and can identify their overlaps with relevant disciplines and other components of culture. The student will also acquire the conceptual and methodological tools related to the profile directions of contemporary philosophical thought. Knowledge of the different approaches of different philosophical trends and their key representatives of certain problems and themes will facilitate students' professional and human orientation in the contemporary world, since many contemporary pedagogical, economic, social, legal and political concepts are based on their conceptual framework. The problem field defined in this way will help students reflect and refine their own position and provide them with arguments for defending their own views and attitudes on certain professional and social topics. The history of philosophy will be presented in a way that allows students to experience the encounter with the "other", thus exposing them to the necessity of coming to terms with plurality and heterogeneity of opinion to teach them tolerance and respect for other opinions and their bearers. It is also an expected goal of a course in the history of philosophy that the discussions that the issues raised by contemporary philosophical thought naturally evoke will cultivate in students the ability to think critically and abstractly and hone their argumentation and communication skills.

Class syllabus:
History of Philosophy II focuses on the period from the end of the German Enlightenment to the present. Criterial features that phrase the thought of that period into certain more ideologically compact sections and formations (paradigms). General characteristics of the philosophical thought developed in that period and the key ideological and thematic shifts that philosophical thought has undergone in comparison with its previous historical forms (literary turn, linguistic turn, pictorial

turn, turn to the everyday, departure from metaphysics, questioning of rationalist attitudes and historical optimism, departure from anthropocentrism, etc.). Representative philosophical trends and orientations developed within contemporary philosophical thought with a closer focus on their cultural-historical and socio-political background, their symptomatic features, methods and their own conceptual maps. The influence of contemporary philosophical thought on selected disciplines, the arts (literature, film and visual arts) and socio-political thought.

Recommended literature:

STORIG, H. J. 2007. Malé dějiny filosofie. Praha: Karmelitánské nakladatelství. ISBN 978-80-7195-206-0.

Recommended readings:

LEŠKO, V., MIHINA, F. 1993. Dejiny filozofie. Bratislava: Iris, 2. vyd. ISBN 80-967013-8-X.

PETŘÍČEK, M. 1999. Úvod do (současné) filosofie. Praha: Herrmann & synové. ISBN 978-80-8003-305-7.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 275

A	ABS	B	C	D	E	FX
18,55	0,0	16,36	30,55	21,45	9,82	3,27

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
100% of continuous assessment
Over the course of the semester, students will complete a term paper (analyze the main ideas from major psychologists - authored monographs that have influenced basic directions in psychology, max. 30 points), present the term paper (on schedule, max. 10 points), and successfully complete a midterm test (max. 60 points). To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through the tangle of information in various literary sources, select relevant sources of information for their study, are knowledgeable about the history of psychology, the various psychological science trends, and are able to compare the various modern psychological trends based on their knowledge.

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

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

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

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

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

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 200

A	ABS	B	C	D	E	FX
49,5	0,0	27,5	14,0	3,5	3,0	2,5

Lecturers: Mgr. Zuzana Štefanec, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: I.

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

Recommended prerequisites:
B-PSYde007 Social psychology

Course requirements:
100% pass mark
The continuous assessment includes assignments and tasks for independent (40%) and group work (60% of the assessment). Independent work includes a case study (10%), a critical analysis of psychological theory (20%) and a reflective essay (10%). Group work in randomly formed subgroups consists of the creation of a case study (20%) and a proposal for a project to develop the target group's intercultural competence (40%), in which the subgroup will use knowledge from their study combination.
To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).

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

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

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

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

Recommended literature:

Recommended readings:

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

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution

Total number of evaluated students: 12

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

Lecturers:

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde027/20	Internship I.

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 32s
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: 25

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

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 24.02.2025

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde027/20	Internship I.

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 32s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 25

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

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 24.02.2025

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde001/22	Introduction to the citizenship 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
Seminar, 2 hours/week, i.e., a total of 22 hours per semester, combined method (mostly full-time)
Student workload: 11x2 direct teaching = 22 hours per semester. 20 hours preparation of continuous work, 30 hours preparation of the final thesis, 28 hours guided self-study and preparation for the seminar, total 100 hours per semester.
Teaching methods: discussion of the topic, small group work, solving model situations, analysis and interpretation of literary sources, analysis of educational documents, guided self-study

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Quality of the interim and final work. The topic of the thesis. The student identifies a selected situation in which a public interest is manifested, and the participants must exercise their civic competence. He/she names the situation, interprets its main layers, and identifies the civic competencies that are manifested in it.
In the case of combined and e-learning teaching, successfully solving sub-tasks given in e-learning (moodle.uniba.sk) on the same topic as in face-to-face teaching.
The ability to orient oneself in the basics of education for citizenship in Slovak education, to search and analyze educational documents of Slovak education, to solve model situations of civic life and the ability to apply the acquired knowledge to them, to construct logical arguments, the ability to orient oneself in the theoretical sources for education for citizenship is evaluated.
Evaluation:
A (100-91%, excellent - outstanding results), students originally, in detail, adequately and accurately name a current problem in society that concerns public life, originally interpret its layers,
B (90-81%, very good - above average standard), students adequately name a current problem in society that relates to public life, creatively interpret its layers,
C (80-73%, good - normal reliable work), students name a problem in society that relates to public life, interpret its layers,
D (72-66%, satisfactory - acceptable performance), students name a problem in society that relates to public life and fail to distinguish its major layers,

E (65-60%, satisfactory - results meet the minimum criteria), students only simply name a problem in society that relates to public life,
Fx (59-0%, insufficient - extra work required), students cannot adequately name a problem in society that relates to public life and cannot distinguish between its different layers.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the structure and goals of citizenship education, knows, and identifies the manifestations of citizenship in real life. The student can analyze different situations where citizenship is realized and manifested. The student distinguishes the main civic virtues, rights, and responsibilities He/she develops the ability of argumentation and independent critical thinking in the issues of civic life and in its theoretical reflection. Understands the position and basic structure of civics in the National Curriculum.

Class syllabus:
Targeting citizenship education. The structure and layers of citizenship. Civic virtues, duties, rights, responsibilities, competences of a citizen. Manifestations of citizenship in real life. Exercise of rights and duties of a citizen. National Curriculum, the subject Civic Education. Principles of its teaching, principles of extracurricular education for citizenship. The main institutions dealing with citizenship education in the Slovak Republic.

Recommended literature:
Where are we? Mental maps of Slovakia. 2010. M. Bútora, M. Kollár, G. M. Mesežnikov, Z. Bútorová (ed.) Bratislava : Kalligram. ISBN 978-80-8934-519-9
MISTRÍK, E. - GAŽOVIČ, O. - BOLEČEKOVÁ, M. - PROFANT, T. - GODOVIČOVÁ, E. - KURČÍKOVÁ, K. - KAMARÁŠOVÁ, L. - ČERNOTA, M. - CENKER, M. 2014: Development education. Topics and methods. J. Cenker (ed.). Bratislava : Pontis. ISBN 978-8-971310-2-9. s. 6-34
MISTRÍK, E. - ČUCHRANOVÁ, D. - DÚBRAVOVÁ, V. - LYSÝ, J. - MALÍK, B. 2001: Citizen and citizenship. Bratislava : Pope Print. ISBN 80-968626-6-9
Citizenship, participation and deliberation in Slovakia. Theory and reality. 2010. J. Plichtová (ed.) Bratislava : Veda. ISBN 978-80-224117-3-8
Existing textbooks for civic education in primary and secondary schools.
Students independently search for additional literature as needed for their final coursework, as the analysis of various civic issues requires special resources.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 393

A	ABS	B	C	D	E	FX
51,65	0,0	26,21	8,91	3,05	3,31	6,87

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde001/22	Introduction to the citizenship 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
Seminar, 2 hours/week, i.e., a total of 22 hours per semester, combined method (mostly full-time)
Student workload: 11x2 direct teaching = 22 hours per semester. 20 hours preparation of continuous work, 30 hours preparation of the final thesis, 28 hours guided self-study and preparation for the seminar, total 100 hours per semester.
Teaching methods: discussion of the topic, small group work, solving model situations, analysis and interpretation of literary sources, analysis of educational documents, guided self-study

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Quality of the interim and final work. The topic of the thesis. The student identifies a selected situation in which a public interest is manifested, and the participants must exercise their civic competence. He/she names the situation, interprets its main layers, and identifies the civic competencies that are manifested in it.
In the case of combined and e-learning teaching, successfully solving sub-tasks given in e-learning (moodle.uniba.sk) on the same topic as in face-to-face teaching.
The ability to orient oneself in the basics of education for citizenship in Slovak education, to search and analyze educational documents of Slovak education, to solve model situations of civic life and the ability to apply the acquired knowledge to them, to construct logical arguments, the ability to orient oneself in the theoretical sources for education for citizenship is evaluated.
Evaluation:
A (100-91%, excellent - outstanding results), students originally, in detail, adequately and accurately name a current problem in society that concerns public life, originally interpret its layers,
B (90-81%, very good - above average standard), students adequately name a current problem in society that relates to public life, creatively interpret its layers,
C (80-73%, good - normal reliable work), students name a problem in society that relates to public life, interpret its layers,
D (72-66%, satisfactory - acceptable performance), students name a problem in society that relates to public life and fail to distinguish its major layers,

E (65-60%, satisfactory - results meet the minimum criteria), students only simply name a problem in society that relates to public life,
Fx (59-0%, insufficient - extra work required), students cannot adequately name a problem in society that relates to public life and cannot distinguish between its different layers.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The student knows the structure and goals of citizenship education, knows, and identifies the manifestations of citizenship in real life. The student can analyze different situations where citizenship is realized and manifested. The student distinguishes the main civic virtues, rights, and responsibilities He/she develops the ability of argumentation and independent critical thinking in the issues of civic life and in its theoretical reflection. Understands the position and basic structure of civics in the National Curriculum.

Class syllabus:
Targeting citizenship education. The structure and layers of citizenship. Civic virtues, duties, rights, responsibilities, competences of a citizen. Manifestations of citizenship in real life. Exercise of rights and duties of a citizen. National Curriculum, the subject Civic Education. Principles of its teaching, principles of extracurricular education for citizenship. The main institutions dealing with citizenship education in the Slovak Republic.

Recommended literature:
Where are we? Mental maps of Slovakia. 2010. M. Bútora, M. Kollár, G. M. Mesežnikov, Z. Bútorová (ed.) Bratislava : Kalligram. ISBN 978-80-8934-519-9
MISTRÍK, E. - GAŽOVIČ, O. - BOLEČEKOVÁ, M. - PROFANT, T. - GODOVIČOVÁ, E. - KURČÍKOVÁ, K. - KAMARÁŠOVÁ, L. - ČERNOTA, M. - CENKER, M. 2014: Development education. Topics and methods. J. Cenker (ed.). Bratislava : Pontis. ISBN 978-8-971310-2-9. s. 6-34
MISTRÍK, E. - ČUCHRANOVÁ, D. - DÚBRAVOVÁ, V. - LYSÝ, J. - MALÍK, B. 2001: Citizen and citizenship. Bratislava : Pope Print. ISBN 80-968626-6-9
Citizenship, participation and deliberation in Slovakia. Theory and reality. 2010. J. Plichtová (ed.) Bratislava : Veda. ISBN 978-80-224117-3-8
Existing textbooks for civic education in primary and secondary schools.
Students independently search for additional literature as needed for their final coursework, as the analysis of various civic issues requires special resources.

Languages necessary to complete the course:
Slovak language

Notes:

Past grade distribution
Total number of evaluated students: 393

A	ABS	B	C	D	E	FX
51,65	0,0	26,21	8,91	3,05	3,31	6,87

Lecturers: prof. PhDr. Erich Mistrík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Throughout the semester, students will complete a term paper (35 points), present the term paper in a study group (20 points), demonstrate their activity in the study group (10 points), and successfully complete a midterm test (35 points).
Credit will not be awarded to a student who scores less than 50% on any of the assignments.
A minimum score of 60% is required to pass the course.
Grades are awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, the student needs to produce excellent results continuously throughout the semester, be capable of independent study, and be able to critically compare professional psychology texts. The student is able to navigate through the tangle of information in various literary sources and is able to select relevant sources for his or her study, has a basic understanding

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

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

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

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

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

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

Notes:

Past grade distribution
Total number of evaluated students: 48

A	ABS	B	C	D	E	FX
79,17	0,0	12,5	6,25	0,0	0,0	2,08

Lecturers: doc. PhDr. Mária Glasová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

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

Number of credits: 2

Recommended semester: 3.

Educational level: I.

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

Recommended prerequisites:
B-PSYde001 General psychology

Course requirements:
100% of the interim assessment
Interim evaluation includes the performance of interim tasks according to the assignment: creation and presentation of 2 x sets of teaching materials for primary and secondary schools on a selected topic, i.e. 1 x psychological topic according to the content of the subject civics for 7. year. Elementary school, 1 x psychological topic from the selected textbook of psychology for secondary schools (50% + 50% of the evaluation). Each developed set of teaching materials includes a worksheet on the topic for class work (10% of the evaluation), a concept map on the selected topic (10% of the evaluation), an experiential activity for class work to develop the selected topic (10% of the evaluation), a critical analysis of the textbook with which the students worked (10% of the evaluation), adherence to the topic, originality, formal and professional correctness of its processing and presentation (10% of the evaluation).
A minimum of 60% of the total score is required to pass the course.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good – above-average standard),

C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
A - the student continuously produces excellent results during the semester, is capable of independent study and critical comparison of professional texts in the teaching of psychology, is proficient in the fundamentals of teaching psychology as a scientific discipline, including their meaningful integration with the knowledge of other disciplines, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks;
B - the student has achieved above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts from the teaching of psychology, and knows the basics of teaching psychology as a scientific discipline, including their appropriate integration with the knowledge of other disciplines, is able on the basis of their knowledge to practically apply theoretical knowledge to the development of the assigned tasks;
C - during the semester, the student performed standardly well, the ability of independent study and critical comparison of professional texts from the teaching of psychology is average, the theoretical knowledge of the subject matter is at a good level, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is average;
D - the student's ability of independent study and critical comparison of professional texts from the teaching of psychology is at a weaker level, the theoretical knowledge of the subject matter is moderately deficient, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is a problem for the student;
E - the student fails in more than one of the assignments, lacks the ability of independent study and critical comparison of professional texts from the teaching of psychology, has deficiencies in the theoretical knowledge, and fails in the practical application of theoretical knowledge to the development of the assigned tasks.
FX - the student has not sufficiently fulfilled the requirements for passing the course and extra work is required.
Scale of assessment (preliminary/final): 100% of the interim assessment

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

Class syllabus:

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

Recommended literature:

Required reading:

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

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

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

Recommended reading:

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

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

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

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

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

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

Vybrané učebnice psychológie pre stredné školy.

Vybrané učebnice občianskej náuky pre 7. roč. ZŠ.

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 164

A	ABS	B	C	D	E	FX
83,54	0,0	12,2	0,61	1,22	1,22	1,22

Lecturers: PaedDr. Anežka Hamranová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde023/22	**Course title:** Leisure time education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim assessment 1: consists of the preparation of a term paper and its oral presentation or practical application in class.
Semester work: consists of a creative assignment for 40b (20+20). It includes an electronic portfolio - a plan of experiential activities in the context of leisure education based on a set structure (20b) and its presentation or application of the created activities in the classroom (20b).
Intermediate assessment 2: consists of a test of the acquired knowledge, namely a knowledge test for 60p. The written exam/test consists of theoretical preparation for the course in basic concepts and study of the literature.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of continuous assignments, excellent professional knowledge and its application in problem solving, excellent orientation to leisure issues, excellent communication skills, responsibility and timely completion of assignments, and exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach to developing ongoing assignments using a model, above average expertise and application of that expertise to problem solving assignments using consultation, above

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

Learning outcomes:
Learning objectives and outcomes:
By completing the subject Leisure time in education, the student should:
- to know the content of leisure time pedagogy as a scientific discipline: functions, goals and requirements, areas of leisure time education,
- to know the subjects of leisure education and their importance in influencing the leisure time of an individual in society in a meaningful way,
- to be able to apply the acquired knowledge in the creation of leisure activities,
- to be able to create a plan for an activity of interest and to be able to apply it through practical tasks,
- be able to present their creative output to a group,
- be able to justify the appropriateness of the choice of didactic categories in the interest activity plan,
- understand the importance of leisure as a fundamental value in human life.
Transferable competences: the student strengthens soft skills such as communication skills through creative tasks on the course, digital skills - the student realizes the creation of a website as an e-portfolio with the use of feedback, interpersonal skills within the group - activation in the group, taking the initiative and responsibility.

Class syllabus:
Brief outline of the course:
The Leisure time in educationis intended to introduce students to the important sphere of leisure through leisure activities, which represent an important value for the individual and which are necessary in the targeted education of children, youth and adults. The Leisure time in educationcourse clarifies the basic pedagogical categories in a direct link between theoretical and practical training. By completing the course, the student will gain knowledge of the basic concepts in the field of leisure pedagogy, of leisure organizations aimed at children, youth, adults, and of activating didactic methods or experiential learning for the creation of leisure activities.
Topics:
Basic concepts of leisure pedagogy. Objectives of leisure education. Didactic process of leisure education and the creation of a plan of activating leisure activities - mission, goals, tasks, principles, content, forms and methods. Educational areas of activity outside the classroom. Interests and

leisure-time education. Problems of education in leisure time. Field work (streetwork), prevention, volunteering. New approaches in leisure time pedagogy. Personality of the pedagogue, social assistant, animator in the processes of education and training in leisure time. Educator and education and training in the school. Institutions and facilities providing leisure and interest activities.

Recommended literature:

NOVOTNÁ, E. (2017). Pedagogika voľného času. Teória výchovy mimo vyučovania vo voľnom čase. Rokus: Prešov. 224s. ISBN 978-80-89540-58-0
ZELINOVÁ, M. (2007). Hry pro rozvoj emocí a komunikace. Koncepce a model tvorivěhumanistické výchovy. Portál: Praha, 2007. 139s. ISBN 978-80-7367-197-6 (e-kniha)
Recommended reading:
JASLOVSKÁ, B., KOLDEOVÁ, L. (v tlači). Voľný čas v práci učiteľa a ďalších pedagogických profesií. Kapitola v metodickom materiáli k Stáži A, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
JASLOVSKÁ, B., STRAKOŠ, J. (v tlači). Profesijný rast učiteľa: formálne a neformálne vzdelávanie, informálne učenie sa. Kapitola v metodickom materiáli k Stáži B, Bratislava: Univerzita Komenského v Bratislave, Pedagogická fakulta.
KRATOCHVÍLOVÁ, E. (2010). Pedagogika voľného času. Výchova v čase mimo vyučovania v pedagogickej teórii a v praxi. Trnava: Typii Universitatis Tyrnaviensis, VEDY. 356 s. ISBN 978-80-8082-330-6
ZELINOVÁ, M. (2012). Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Bratislava: Iura Edition, 146s. ISBN 978-80-8078-479-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde032/22	**Course title:** Medial education
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde013/22	Methodology of academic writing in psychology

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours of seminar per week; a total of 22 hours per semester, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 8 hours of seminar work editing and revising professional texts; 20 hours of final seminar work. Total 50 hours of work.
Teaching methods:
lecture with multimedia support, group discussions on edited texts, demonstration of analysis of the stylistics of a scientific text, demonstration of the creation and improvement of the content goal of a scientific text and subsequent simulation of the process, systematic reflective editing of processed texts

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde006/22 - Methodology of psychological research

Recommended prerequisites:
B-PSYde006 Methodology of psychological research

Course requirements:
100% of the interim evaluation
Seminar work - elaboration of a professional text according to the assignment 50% of the mark. The remaining assessment consists of in-class sub-assignments using reflective writing techniques - students assess each other's completed texts and then incorporate changes for improvement identified by the team. Students receive 10 points for each improvement and editing of the text in class before handing in the final text. A minimum score of 60% is required to pass the course.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required.
Grade A: the student is able to analyse and produce texts with a psychological orientation in an excellent manner. The texts produced, make use of, and synthesise modern sources from psychology

and relevant disciplines and answer predetermined professional questions in an interesting way. The student is also able to edit mistakes in other professional texts to a high standard and suggest modifications to improve the quality of the texts stylistically and in terms of content.
Grade B: the student is able to analyse and produce texts with a psychological orientation reasonably well. The texts produced, use and synthesise relevant sources in the field of psychology and answer predetermined questions. The student is able to systematically edit out errors in foreign professional texts and suggest modifications to improve the quality of the texts stylistically and in terms of content.
A grade of C is awarded if the student is moderately able to analyse and produce texts with psychological orientation. The texts produced, make use of relevant sources in the field of psychology, and answer predetermined questions. The student is able to edit mistakes in foreign professional texts and suggest modifications to improve the quality of the texts stylistically.
A grade of D is awarded if the student is able to analyse and produce texts with a psychological orientation to a satisfactory degree. The texts produced, make use of local psychological sources of older date and quality. Stylistic and grammatical errors appear more frequently in the text.
A grade of E is awarded if the student is at least minimally able to produce texts with psychological orientation. However, the student misses basic content and stylistic errors when editing texts. Errors often occur in authored texts, and the student also uses sources that are not relevant and without a broader synthesis of multiple authors.
A grade of Fx indicates that the student needs additional study to gain the necessary knowledge.
Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:
The aim is for the student to master the procedures of producing a professional text with emphasis on standards in psychology, such as IMRaD, APA7 Publication manual, etc., and to be able to qualitatively distinguish between the level of academic and research text. Upon successful completion of the course, the student is not only able to critically evaluate the quality of available psychological scholarly resources but is also able to author his/her own psychology-oriented text (to the extent indicated in the assessment above). In the process of learning, the student will learn to critically edit texts as well as to evaluate the quality of scholarly sources. The course also aims (transferable competencies) to develop students' information literacy, and professional, methodological, and expressive skills. Emphasis is placed on working with modern information technologies in order to search the literature and then synthesize it into original texts. Regarding the development of critical thinking, students are developed in synthesizing and comparing scientific knowledge from multiple authors.

Class syllabus:
1. Origin and formulation of scientific problems, peer-review, APA JARS.
2. Argumentation and evidence in a scholarly text. APA7 model term paper template. Proper wording and stylistics of paragraphs.
3. Citation. A literature search in databases and free repositories. Synthesizing literature. Features of a professional text.
4. The most common mistakes in academic writing. Ethics in writing and plagiarism. Ethics of writing a professional text.
5. Reflective writing method in improving professional text in psychology.

Recommended literature:
Compulsory reading:
Petrík, J., & Kernová, L. (2020). Metóda reflektívneho písania vo výučbe akademického písania u študentov psychológie: obsahová analýza osvojených zručností. Psychológia a patopsychológia: študentská vedecká konferencia. Univerzita Komenského.

Staroňová, K. (2011). Vedecké písanie. Osveta.
Recommended readings:
Katuščák, D. (2007). Ako písať záverečné a kvalifikačné práce. Enigma.
Meško, D., Katuščák, D., & Findra, J. a kol. (2006). Akademická príručka. Osveta.
Vydra, A. (2010). Akademické písanie: Ako vzniká filozofický text. Trnavská univerzita.

Languages necessary to complete the course:
Slovak and English language

Notes:

Past grade distribution
Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
44,59	0,0	23,57	17,83	8,28	5,1	0,64

Lecturers: PaedDr. Eva Vancu, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde006/22	Methodology of psychological research

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
1-hour lecture + 1-hour seminar per week; a total of 22 hours per semester in a combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 25 hours of preparation for the mid-term test; 15 hours of preparation for the seminar paper, and 35 hours of preparation for the final test and oral examination. 97 hours of work in total.
Teaching methods:
Lecture and lecture with multimedia support, dialogical and discussion methods, demonstration of analysis of a scientific text, and critical analysis of the methodological aspect of a scientific study.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

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

Recommended prerequisites:
B-PSYde001 General Psychology

Course requirements:
50% of the interim assessment + 50% of the final assessment.
The interim assessment includes a midterm test (30% of the assessment) and group work (critical analysis and presentation of the methodological framework of the assigned psychological research, 20% of the assessment). The final assessment includes a final test (30% of the mark) and an oral examination (20% of the mark). The oral examination is conducted in smaller groups and takes the form of an analysis of the methodological framework of the selected research study or questions focusing on methodology and research in the field of psychology. To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required.

Grade A: the student has an excellent understanding and reflection of the basic methodological frameworks used in the design of psychological research. The student has a very good understanding of the content and structure of these frameworks and can clearly identify their different parts in selected psychological studies.
Grade B: the student adequately understands and reflects on the basic methodological frameworks used in the design of psychological research. The student has a good understanding of the content and structure of these frameworks and can identify the vast majority of the individual parts in selected psychological studies.
A grade of C is awarded if the student predominantly understands and reflects on the basic methodological frameworks used in the design of psychological research. The student is familiar with the content and structure of these frameworks and can identify the most crucial individual parts in selected psychological studies.
Grade D is earned if the student has an average understanding and reflection of the basic methodological frameworks used in the design of psychological research. The student is familiar with the content and structure of these frameworks and can identify only some of the individual parts in selected psychological studies.
Grade E: the student has only a limited understanding and reflection of the basic methodological frameworks used in the design of psychological research. The student is familiar with the content and structure of these frameworks but finds it difficult to identify their individual parts in selected psychological studies without help.
A grade of Fx indicates that the student needs additional study to gain the necessary knowledge.
Scale of assessment (preliminary/final): 50% of the interim assessment + 50% of the final assessment

Learning outcomes:
The student will gain an overview of the knowledge of the methodology of psychology, learn the standard framework of scientific text processing in psychology (IMRaD), and adopts the ability to critically analyse the methodology of psychological studies when working independently with scientific texts. Additional knowledge includes: how knowledge is constructed in the social sciences; theoretical information about the design of psychological research projects; and the functions and types of research. The student should also learn to understand the social embeddedness of science and the ethical issues of research; critically evaluate the methodological framework of research studies; navigate information in scientific studies and the scientific literature correctly. The student is able to identify relevant literature that may be enriching to his/her teaching practice and is able to critically evaluate it based on the qualitative level of its methodological framework.

Class syllabus:
1. The emergence of research problems. Objectives of scientific investigation. The language of science. Paradigm, theory, research, methodology, method. History of psychological research. Research as a scientific method of knowledge.
2. IMRaD. Research preparation. Research project: theoretical, methodological, and implementation part.
3. Ethics in research.
4. The relationship between theory and empirics in research. Psychological research: specifics and definition. Basic types of research. 20th century - crisis in research, current challenges in the 21st century.
5. Research structure and strategies. Quantitative and qualitative approaches.
6. Basic data collection techniques: observation, experiment, interview, focus groups, questionnaire, psychological test, case study, document study/analysis, semantic differential.

7. Outcomes in psychological research: evaluation and interpretation of quantitative and qualitative data. Secondary data analysis and meta-analysis.
8. Discussion in research, peer-review, publication of results, and new trends in research methodology.

Recommended literature:
Compulsory readings:
APA (2021). Journal Article Reporting Standards Manuals Qualitative/Quantitave (JARS), https://apastyle.apa.org/jars/glossary.
Ritomský, A. (2016). Metodológia projektovania psychologického výskumu. Vydavatelství a nakladatelství Aleš Čeněk.
Recommended readings:
Breakwell, G. M., Smith, J. A., & Wright, D. B. (eds.) (2009). Research methods in psychology. Sage Publications Ltd.
Disman, M. (2011). Jak se vyrábí sociologická znalost. Karolinum.
Ferjenčík, J. (2010). Úvod do metodológie psychologického výzkumu. Portál.
Reichel, J. (2009). Kapitoly metodologie sociálních výzkumů. Grada.

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

Notes:

Past grade distribution
Total number of evaluated students: 194

A	ABS	B	C	D	E	FX
41,24	0,0	20,1	19,59	10,31	5,67	3,09

Lecturers: PaedDr. Eva Vancu, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde010/22	**Course title:** Methodology of writing of citizenship education special 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 Seminar work - 13 hours per semester, combined method Study workload: 13 hours of classes, preparation of a topic for course thesis: 3 parts of the seminar work, 3 x 10 hours = 30 hours, 9 hours of guided self-study. Total of 52 hours. Teaching methods: The pedagogical approaches include a monologue with a presentation (connecting theoretical knowledge about academic writing with practice), collective or group discussions, activating methods as practical exercises (e.g. case studies and quizzes). Part of the final assessment is a collective seminar work divided into three parts - work with literature review and empirical research.	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: I.	
Prerequisites:	
Course requirements: The course is completed with a grade. Weight of interim and final assessment: 100/0 During the semester, students must prepare and submit 3 parts of a group seminar work (100 points in total): - 1. part of the seminar work – 30 points - 2. part of the seminar work – 40 points - 3. part of the seminar work – 30 points The grading is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good – above average standard), C (80-73%, good - regular reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work required) In order to successfully complete the course, it is necessary to obtain at least 60% of the point evaluation. Having passed the course, students with obtain the following skills: Grade A: excellent performance, the student has an excellent command of the theoretical and practical skills of academic writing,	

Grade B: very good performance, the student has very good theoretical knowledge and practical academic writing skills,
Grade C: good performance, the student has theoretical knowledge of academic writing, but has only weak practical skills,
Grade D: satisfactory performance, the student has weak theoretical knowledge of academic writing and has weak practical skills,
Grade E: sufficient performance, the student demonstrates only theoretical or only practical skills in writing an academic text,
Grade Fx: insufficient performance, the student has not demonstrated any theoretical or practical academic writing skills.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The objectives of the course are the development of professional, methodical and expressive skills of the students, as well as information literacy. The aim of the course is to prepare students for professional communication - writing professional academic texts for successful completion of compulsory subjects and the study itself. Part of the course evaluation is a group seminar work - the aim of the activity is to develop the ability of collective cooperation and mutual motivation.
After completing the course, the student will:
- Know how to navigate primary and secondary professional and scientific sources in the field of study,
- Be able to recognise and apply the principles of research and copyright ethics,
- Be able to critically evaluate the professional quality of information and data sources,
- Be able to apply the principles of writing a professional text,
- Be able to structure a professional text in accordance with the customs of the field.

Class syllabus:
The subject is divided into several thematic areas, which are devoted to the theoretical aspects and the practice of academic writing as a form of professional communication:
Topic 1 – Introduction to the course
Topic 2 - Basics of social science research methods
Topic 3 - Ethics of academic research and writing, processing of sources and selection of suitable data
Topic 4 - Practical aspects of the "introduction and theoretical foundations"
Topic 5 - Argumentation in an academic text
Topic 6 - Practical aspects of "research findings"
Topic 7 - Practical aspects of "academic discussion and conclusions"
Topic 8 - Stylistic coherence of the academic text
Topic 9 - Publication requirements
Topic 10 – Discussion and peer review

Recommended literature:
GAVORA, P. a kol. elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: www.e-metodologia.fedu.uniba.sk
STAROŇOVÁ, K. Vedecké písanie. Bratislava : Osveta, 2011. ISBN 978-80-8063-359-2.
SKUTIL, M. a kol. Zásady pedagogicko-psychologického výzkumu pro studenty učitelství. Praha: Portál, 2011. ISBN 978-80-7367-778-7
Recommended readings:
KATUŠČÁK, D. Ako písať záverečné a kvalifikačné práce. Bratislava : Enigma, 2007. ISBN 80-8913-245-4.

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol. Akademická príručka. Martin: Osveta, 2006. ISBN 80-8063-200-6.
MACHALOVÁ, T. Akademické psaní pro právniky. Praha: Aleš Čeněk, 2018. ISBN 9-7880-7380-738-2
MIOVSKÝ, M. Kvalitativní prístup a metody v psychologickém výskumu. Praha: Grada, 2006. ISBN 80-2471-362-4
VYDRA, A. Akademické písanie: Ako vzniká filozofický text. Trnava: Trnavská univerzita, 2010. ISBN 978-80-8082-380-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 295

A	ABS	B	C	D	E	FX
28,47	0,0	38,64	23,05	5,76	1,02	3,05

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde010/22	**Course title:** Methodology of writing of citizenship education special 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 Seminar work - 13 hours per semester, combined method Study workload: 13 hours of classes, preparation of a topic for course thesis: 3 parts of the seminar work, 3 x 10 hours = 30 hours, 9 hours of guided self-study. Total of 52 hours. Teaching methods: The pedagogical approaches include a monologue with a presentation (connecting theoretical knowledge about academic writing with practice), collective or group discussions, activating methods as practical exercises (e.g. case studies and quizzes). Part of the final assessment is a collective seminar work divided into three parts - work with literature review and empirical research.	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: The course is completed with a grade. Weight of interim and final assessment: 100/0 During the semester, students must prepare and submit 3 parts of a group seminar work (100 points in total): - 1. part of the seminar work – 30 points - 2. part of the seminar work – 40 points - 3. part of the seminar work – 30 points The grading is given on a scale: A (100-91%, excellent - excellent results), B (90-81%, very good – above average standard), C (80-73%, good - regular reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, sufficient – the results meet the minimum criteria), Fx (59-0%, insufficient - more additional work required) In order to successfully complete the course, it is necessary to obtain at least 60% of the point evaluation. Having passed the course, students with obtain the following skills: Grade A: excellent performance, the student has an excellent command of the theoretical and practical skills of academic writing,	

Grade B: very good performance, the student has very good theoretical knowledge and practical academic writing skills,
Grade C: good performance, the student has theoretical knowledge of academic writing, but has only weak practical skills,
Grade D: satisfactory performance, the student has weak theoretical knowledge of academic writing and has weak practical skills,
Grade E: sufficient performance, the student demonstrates only theoretical or only practical skills in writing an academic text,
Grade Fx: insufficient performance, the student has not demonstrated any theoretical or practical academic writing skills.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The objectives of the course are the development of professional, methodical and expressive skills of the students, as well as information literacy. The aim of the course is to prepare students for professional communication - writing professional academic texts for successful completion of compulsory subjects and the study itself. Part of the course evaluation is a group seminar work - the aim of the activity is to develop the ability of collective cooperation and mutual motivation.
After completing the course, the student will:
- Know how to navigate primary and secondary professional and scientific sources in the field of study,
- Be able to recognise and apply the principles of research and copyright ethics,
- Be able to critically evaluate the professional quality of information and data sources,
- Be able to apply the principles of writing a professional text,
- Be able to structure a professional text in accordance with the customs of the field.

Class syllabus:
The subject is divided into several thematic areas, which are devoted to the theoretical aspects and the practice of academic writing as a form of professional communication:
Topic 1 – Introduction to the course
Topic 2 - Basics of social science research methods
Topic 3 - Ethics of academic research and writing, processing of sources and selection of suitable data
Topic 4 - Practical aspects of the "introduction and theoretical foundations"
Topic 5 - Argumentation in an academic text
Topic 6 - Practical aspects of "research findings"
Topic 7 - Practical aspects of "academic discussion and conclusions"
Topic 8 - Stylistic coherence of the academic text
Topic 9 - Publication requirements
Topic 10 – Discussion and peer review

Recommended literature:
GAVORA, P. a kol. elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského, 2010. Dostupné na: www.e-metodologia.fedu.uniba.sk
STAROŇOVÁ, K. Vedecké písanie. Bratislava : Osveta, 2011. ISBN 978-80-8063-359-2.
SKUTIL, M. a kol. Zásady pedagogicko-psychologického výzkumu pro studenty učitelství. Praha: Portál, 2011. ISBN 978-80-7367-778-7
Recommended readings:
KATUŠČÁK, D. Ako písať záverečné a kvalifikačné práce. Bratislava : Enigma, 2007. ISBN 80-8913-245-4.

MEŠKO, D., KATUŠČÁK, D., FINDRA, J. a kol. Akademická príručka. Martin: Osveta, 2006. ISBN 80-8063-200-6.
MACHALOVÁ, T. Akademické psaní pro právniky. Praha: Aleš Čeněk, 2018. ISBN 9-7880-7380-738-2
MIOVSKÝ, M. Kvalitativní prístup a metody v psychologickém výskumu. Praha: Grada, 2006. ISBN 80-2471-362-4
VYDRA, A. Akademické písanie: Ako vzniká filozofický text. Trnava: Trnavská univerzita, 2010. ISBN 978-80-8082-380-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 295

A	ABS	B	C	D	E	FX
28,47	0,0	38,64	23,05	5,76	1,02	3,05

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde028/22	**Course title:** Pedagogy of individuals with special educational needs
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4., 6.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

The rating is awarded on a scale:

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

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

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

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

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

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

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

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

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

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:
Brief outline of the course:
General foundations and terminological definition of special education.
Definition of basic terms in special education.
Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).
Specifics of education and support measures for children and pupils with SEN according to individual categories:
pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.
Educational programmes and individual educational programme for pupils with SEN.
The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

Recommended literature:

Compulsory reading:
LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.
VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf
VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/intelektove-nadanie.pdf
Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav
Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky
Recommended literature
BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
HARČARÍKOVA, T. (eds.),2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.
FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.
Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.
RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.
SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.
ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.
TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.
VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.
ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde028/22	**Course title:** Pedagogy of individuals with special educational needs
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

The rating is awarded on a scale:

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

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

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

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

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

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

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

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

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

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course Pedagogy of Individuals with Special Educational Needs is to make available basic information about the specifics of educating individuals with special educational needs and to prepare the student for pedagogical work in the context of the diversity of the educated population. The student will be able to define the term special educational needs, categorize individuals with special educational needs (SEN) in relation to the current system of special education and in accordance with current legislation. Becomes familiar with basic terminology in special education. Is able to characterize the educational opportunities for individuals with SEN. Can explain the implications of a disability/impairment/threat and/or other SEN in the educational process. Knows and understands the specifics of educating individuals with SEND. Can name and justify selected support measures in the education of children and pupils with SEND. Explain the importance of the teacher's cooperation with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN included in mainstream education. Know the educational programmes for pupils with SEND and understand the Individual Education Programme document. The student is prepared to address the risks associated with the inclusion of a pupil with SEND in a classroom of able-bodied classmates.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:
Brief outline of the course:
General foundations and terminological definition of special education.
Definition of basic terms in special education.
Trends in education, current opportunities and legislative conditions in education of individuals with SEND (with a focus on inclusive education).
Specifics of education and support measures for children and pupils with SEN according to individual categories:
pupils with intellectual disabilities and cognitive impairment; pupils with autism spectrum disorder; pupils with physical disabilities, illnesses and disabilities; pupils with impaired communication skills; pupils with specific learning disabilities; pupils with behavioural disorders; pupils from socially disadvantaged backgrounds; gifted and exceptionally gifted pupils.
Educational programmes and individual educational programme for pupils with SEN.
The position of a pupil with SEN in a class group of intact classmates.

Cooperation of the teacher with other pedagogical and professional staff of the school and the school counselling centre in the care of SEN pupils (inclusive team).

Recommended literature:

Compulsory reading:
LECHTA, V. (eds.), (2016). Inkluzivní pedagogika. Praha: Portál, 600 s. ISBN 978-80-262-1123-5.
VAŠEK, Š. (2013). Základy špeciálnej pedagogiky. Bratislava: SAPIENTIA. 213 s. ISBN 978-80-89229-21-5. http://www.specialnazs.sk/files/Stefan_Vasek_-_Zaklady_specialnej_pedagogiky.pdf
VLADOVÁ, K., a LECHTA, V., a kol., (2017). Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. Bratislava: ŠPÚ, 201 s. ISBN 978-80-8118-196-2. https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecnym-intelektovym-nadanim/intelektove-nadanie.pdf
Vzdelávacie programy pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním: Štátny pedagogický ústav
Zákon č. 245/2008 o výchove a vzdelávaní školský zákon a prislúchajúce vyhlášky
Recommended literature
BOOTH, T., AINSCOW, M., (2019). Index inklúzie: príručka na rozvoj škôl s dôrazom na inkluzívne hodnoty. Nadácia pre deti Slovenska, 224 s. ISBN 978-80-89403-19-6. https://www.ktochyba.sk/webroot/video/index-inkluzie.pdf
HARČARÍKOVA, T. (eds.),2020. Integrované/inkluzívne vzdelávanie žiakov so špeciálnymi výchovno-vzdelávacími potrebami (zborník vedeckých príspevkov), Bratislava: IRIS, 187 s. ISBN 978-80-8200-058-3.
FISCHER, S., ŠKODA, J. (2008). Speciální pedagogika. Praha: Triton, 206 s. ISBN 978-80-7387-014-0.
Katalogy podpůrných opatření pro žáky s potřebou podpory ve vzdělávání z důvodu zdravotního nebo sociálního znevýhodnění. Olomouc: Univerzita Palackého v Olomouci, 2015.
RENOTIÉROVÁ, M. a kol. (2006). Speciální pedagogika. Olomouc: UP, 313 s. ISBN 80-244-0873-2.
SLOWÍK, J. (2007). Speciální pedagogika. Praha: Portál, 160 s. ISBN 97-880-2471733-3.
ŠUHAJOVÁ, I. (2014). Termín špeciálne výchovno-vzdelávacie potreby versus dodatočné podporné opatrenia. In Efeta-otvor sa, 24(2), 2014.
TARCSIOVÁ, D.- JURÁNEKOVÁ, Z.- TOMÁŠKOVÁ, M. (2021). Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej škole. Bratislava: IRIS, 114 s. ISBN 978-80-8200-100-9.
VALENTA, M. at al. (2014). Přehled speciální pedagogiky. Praha: Portál, 224 s. ISBN 97-880-2620602-6.
ZEMANČÍKOVÁ, V. (2015). Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015.
ZEMANČÍKOVÁ, V. (2014). Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov. In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), 2014.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde008/22	Personality psychology

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours lecture + 2 hours seminar/week; 44 hours total per semester, combined method (mostly by attendance).
Student workload:
11 x 4 hours of direct teaching = 44 hours of teaching, 16 hours of seminar paper preparation, 30 hours of exam preparation, total 90 hours of work.
Teaching methods:
lecturing, instruction, discussion on a selected topic, case studies, brainstorming, work with professional text and information sources.

Number of credits: 4

Recommended semester: 3.

Educational level: I.

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

Recommended prerequisites:
PSYde005 Developmental psychology

Course requirements:
50% of the interim assessment and 50% of the final assessment
Interim assessment is 50% of the grade, the student will prepare a seminar paper. The final assessment consists of a written knowledge test (30%) and an oral examination (20%). To pass the course, a minimum of 60% marks is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
For grade A, the student produces excellent results continuously throughout the semester, is capable of independent study and critical comparison of professional texts in personality psychology, is proficient in the fundamentals of personality psychology as a scientific discipline, including their meaningful integration with the knowledge of other disciplines, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks.

For a grade of B, the student achieves above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts in personality psychology, is proficient in the fundamentals of personality psychology as a scientific discipline, including their reasonable integration with the knowledge of other disciplines, is able to apply theoretical knowledge practically on the basis of his/her knowledge to the elaboration of the assigned tasks.
For a grade of C, the student performs standardly well during the semester, is average in independent study and critical comparison of professional texts in the psychology of personality, achieves an average level of theoretical knowledge of the subject matter and the ability to practically apply theoretical knowledge to the development of the assigned tasks.
For grade D, the student is capable of a weaker level of independent study and critical comparison of professional texts in the psychology of personality, he/she has moderate deficiencies in the theoretical knowledge of the subject matter, the ability to practically apply theoretical knowledge to the elaboration of the assigned tasks is a problem for the student.
For grade E the student fails in some of the assigned tasks, lacks the ability to study independently and critically compare professional texts in the psychology of personality, has deficiencies in theoretical knowledge, fails in the practical application of theoretical knowledge to the development of the assigned tasks.
A grade of Fx means that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 50% of the interim assessment and 50% of the final assessment

Learning outcomes:
The aim is to know the psychological theoretical foundations of personality formation and to get a basic overview of the directions and approaches in personality psychology.
After completing the course, students must correctly
know:
• the basic components of personality
• the theoretical foundations of personality psychology
• the basic theories of personality
• methods of personality research
understand:
• the basic principles of personality formation
• the structure of personality
• the basic peculiarities of personality development in norm and pathology.
be able to:
• use the psychological principles of personality formation to develop the cognitive, affective qualities and abilities of pupils and students
• integrate different psychological approaches into a holistic understanding of personality
• develop the different components of the educational process in the context of the personalities of pupils in the classroom
• to use an empathetic approach and to promote pupils' and students' self-actualising tendencies
• critically analyse and compare information in the literature.

Class syllabus:
1. Basic definition and concepts of personality psychology - structure and dynamics of personality.
2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relation to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).

3. Individual and analytical psychology - the desire for power according to A. Adler, the need for power in pupils in the educational environment; C. G. Jung's archetypes, the acceptance of archetypal tendencies and their relation to the educational process.
4. Humanistic psychoanalysis of E. Fromm and K. Horney.
5. Behaviorism and neobehaviorism - the concept of behaviourism of E. L. Thorndike, J. B. Watson, operant conditioning B. F. Skinner and its significance in teacher-student interaction, social learning of A. Bandura - the teacher as a role model, M. E. P. Seligman's theory of learned helplessness, N. E. Miller and J. Dollard's synthesis of behaviourism and psychoanalysis.
6. Humanistic psychology - concepts of A. H. Maslow, V. E. Frankl, C. Rogers, self-actualization, and the promotion of the self-actualizing instinct as the goal of the educational process.
7. Trait approaches of R. Cattell, H. J. Eysenck, G. W. Allport.
8. Cognitive approach to understanding personality according to G. A. Kelly, K. Lewin.
9. Psychological methods of cognition of personality.
10. Psychological approaches and their significance in pedagogy.

Recommended literature:

Compulsory readings:

Drapela, V. J. (1997). Přehled teorií osobnosti. Portál.

Recommended readings:

Fábik, D., & Fábiková, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. Psychiatria-Psychoterapia-Psychosomatika. 28(1), 30-37.
Fábik, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133.
Hall, C.S., & Lindzey, G. (1997). Psychológia osobnosti. SPN.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
42,77	0,0	27,04	15,72	7,55	5,66	1,26

Lecturers: doc. PhDr. Mária Glasová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde019/22	Philosophical conceptions of man

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours seminar/week; 22 hours total for the semester, combined form (primarily attendance)
Student workload:
22 hours – direct teaching, 16 hours – preparation for interim test, 12 hours elaboration of interim tasks, 10 hours self-study. Total: 60 hours.
Teaching methods:
problem-based interpretation, application of methodological scepticism in relation to established anthropological concepts (the aim is to provoke students to criticize them and object to their underlying assumptions), documented cases of misuse of knowledge coming from the arsenal of anthropology will be discussed and students will be invited to suggest measures that could prevent such failures.

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
100% continuous assessment
Interim assessment includes the completion of assigned intermediate tasks (40% of the assessment) and an intermediate didactic test (60% of the assessment). The score or percentage of the interim assignments reflects the degree of compliance of the student's interim assignment with the criteria published in the assignment for each assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. Both the test and the intermediate tasks are designed to verify the specified . A minimum score of 60% is required to pass the course.
The grade is awarded on a scale:
A (100-94%, excellent – outstanding),
B (93-86%, very good – above-average standard),
C (85-76%, good – normal reliable work),
D (75-68%, satisfactory – acceptable results),
E (67-60%, sufficient – results meet minimum criteria),
Fx (59-0%, insufficient – additional work required.

In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to an A grade.
In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a B grade.
In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a C grade.
In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a D grade.
In the knowledge test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentages, together with the scores (percentages) of the intermediate tasks, corresponds to a E grade.
Fx – The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100% continuous assessment

Learning outcomes:
The aim of the course will be to extend the knowledge of human beings acquired in other courses to include the socio-cultural and spiritual dimensions as they are reflected especially in the environment of philosophy.
Within its framework, one also acquires the ability to approach man as a kind of holistic and multidimensional being. The students can distinguish between philosophical and scientific approaches to the conceptualization of anthropological issues and know their strengths and weaknesses. The students become familiar with the motives and arguments of philosophical criticism of scientific concepts of man, learn methodological approaches of philosophical provenance that have proven productive in the relevant human sciences. Its main purpose is to equip students cognitively and argumentatively so that they can defend the interests of man, his dignity and humanity against possible dehumanizing influences. The student will also be guided to infer the human-legal implications arising from certain anthropological concepts and research on human beings. The aim of continuously assigned tasks is for the student to be able to search for relevant information sources, to take qualified opinions on them, to work creatively with them and to take evaluative attitudes towards them.

Class syllabus:
1. Differences in the thematizations of anthropological issues in myth, religion, ideology, philosophy, and science.
2. A typology of philosophical views on man according to relevant philosophical disciplines, philosophical trends, authors and traditions,
3. Programme theses, categorical and methodological apparatus of selected philosophical conceptions of man.
4. Mutual inspirations and intersections between philosophical and special-scientific conceptions of man. Philosophy as an advocate of the idea of the wholeness of man, his dignity and humanity.
5. Humanism, Transhumanism and Posthumanism.

Recommended literature:
Compulsory readings:
Malík, B. (2014) Filozofická antropológia. Možnosti a limity filozofických tematizácií človeka. Iris.

Malík, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Iris.
Recommended readings:
Bosáková, K. (2019.) Základy filozofickej antropológie I. Vydavateľstvo ŠafárikPress. (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf
Novosád, F. (2020). Elementy filozofickej antropológie. Iris.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
37,5	0,0	12,5	25,0	18,75	0,0	6,25

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde004/22	Philosophical propedeutics

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
Lecture+seminar, 2 hours weekly/22 hours per semester; blended learning (mainly face-to-face)
Student workload:
22 hours of direct teaching, 50 hours of preparation for the final test, 30 hours of continuous written work, 18 hours of guided self-study (work with a philosophical text). 120 hours in total.
Learning method:
- In the framework of lectures: problem-based interpretation.
- In seminars: Discussion of the topics covered. Solution of certain model situations (philosophical antinomies or dilemmas, generation of alternative views and critical positions on certain philosophical concepts, application of certain philosophical methods to a specifically induced problem or situation (Socratic dialogue, methodological skepticism, etc.).

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 50/50
The continuous evaluation: includes essay writing (structured essay) on a topic given in advance, written in accordance with pre-specified criteria.
The final evaluation: includes passing a didactic test focused on knowledge of basic philosophical categories.
For successful completion of the course it is necessary to obtain at least 60% of the total score.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written work, corresponds to an A grade.
Note: The score or percentage of the structured essay reflects the degree to which the student's essay conforms to the criteria specified in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that students are not stratified only by the extent of knowledge they have acquired. Both the test and the written work are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the grade (percentage) of the written work, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written work, corresponds to a grade of C.
D 72-66%, satisfactory - acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the written work, corresponds to a grade D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the written work, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student can define the place and role of philosophy in the whole of human culture and in the system of university education. The student has mastered the conceptual and methodological tools essential to the study of the history of philosophy. The student knows the background of the origins of philosophy and the motives that are considered to initiate philosophical reflection. The student will be familiar with its social functions and the functions it fulfils in relation to the intimate human personality. They will become familiar with the key conceptual problems that philosophy thematizes and addresses and the range of possible solutions to them. Through methodically induced problem situations, the student will cultivate abstract and critical thinking skills and will hone their argumentation and communication skills through mastery of the principles of philosophical dialogue.

Class syllabus:
The place of philosophy in the life of man, in the whole of human culture and in the system of university education. The reasons for the inclusion of philosophy in the ISCED 3 national curriculum and the effects expected from its teaching. Possible ways of 'introduction to philosophy' and their meaning. Identifying features of philosophy and philosophical thinking and its differences from other ways of human learning about the world. Thinking, reflecting and inventing as the intended outcomes of teaching philosophy. Introduction to philosophy through the problems it solves, the questions it answers, the functions attributed to it, its origins and the methods it employs. Basic philosophical categories, methods and disciplines, profiling philosophical thinking in relevant cultural and historical contexts, key philosophical problems and their model solutions. The internal structure of philosophy. Basic philosophical disciplines. The most typical positions within ontology, gnoseology, axiology and philosophy of history. The issue of freedom as the most intense area of overlap between philosophy and civic life. The most famous emancipatory projects in the history of philosophical thought and their reception in relevant socio-political concepts.

Recommended literature:
JASPERS, K. 1996. Úvod do filosofie. Praha: Oikoymenh. 119 s. ISBN 80-86005-05-4.
JASPERS, K. 2002. Malá škola filozofického myslenia. Bratislava: Kaligram. ISBN 80-7149-446-1.
LIESSMANN, K. - ZENATY, G. 1994. O myšlení (Úvod do filosofie). Olomouc: Votobia. ISBN 80-85619-94-6.
Recommended reading:
MICHÁLEK, J. 1992. Co je filosofie? Praha: Oikoymenh. 88 s. ISBN 80-85241-22-6.
NOVOSÁD, F. 2016. Idey na trhovisku. Bratislava: Iris. ISBN 978-80-8153-066-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 390

A	ABS	B	C	D	E	FX
43,33	0,0	32,31	13,59	2,31	3,59	4,87

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde004/22	Philosophical propedeutics

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
Lecture+seminar, 2 hours weekly/22 hours per semester; blended learning (mainly face-to-face)
Student workload:
22 hours of direct teaching, 50 hours of preparation for the final test, 30 hours of continuous written work, 18 hours of guided self-study (work with a philosophical text). 120 hours in total.
Learning method:
- In the framework of lectures: problem-based interpretation.
- In seminars: Discussion of the topics covered. Solution of certain model situations (philosophical antinomies or dilemmas, generation of alternative views and critical positions on certain philosophical concepts, application of certain philosophical methods to a specifically induced problem or situation (Socratic dialogue, methodological skepticism, etc.).

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of continuous/final evaluation: 50/50
The continuous evaluation: includes essay writing (structured essay) on a topic given in advance, written in accordance with pre-specified criteria.
The final evaluation: includes passing a didactic test focused on knowledge of basic philosophical categories.
For successful completion of the course it is necessary to obtain at least 60% of the total score.
Grading Scale:
A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written work, corresponds to an A grade.
Note: The score or percentage of the structured essay reflects the degree to which the student's essay conforms to the criteria specified in the assignment. The didactic test contains tasks of varying cognitive difficulty, so that students are not stratified only by the extent of knowledge they have acquired. Both the test and the written work are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in

terms of points or percentage, together with the grade (percentage) of the written work, corresponds to a B grade.
C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the written work, corresponds to a grade of C.
D 72-66%, satisfactory - acceptable results. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentage, together with the score (percentage) of the written work, corresponds to a grade D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the score (percentage) of the written work, corresponds to an E.
Fx 59-0%, inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student can define the place and role of philosophy in the whole of human culture and in the system of university education. The student has mastered the conceptual and methodological tools essential to the study of the history of philosophy. The student knows the background of the origins of philosophy and the motives that are considered to initiate philosophical reflection. The student will be familiar with its social functions and the functions it fulfils in relation to the intimate human personality. They will become familiar with the key conceptual problems that philosophy thematizes and addresses and the range of possible solutions to them. Through methodically induced problem situations, the student will cultivate abstract and critical thinking skills and will hone their argumentation and communication skills through mastery of the principles of philosophical dialogue.

Class syllabus:
The place of philosophy in the life of man, in the whole of human culture and in the system of university education. The reasons for the inclusion of philosophy in the ISCED 3 national curriculum and the effects expected from its teaching. Possible ways of 'introduction to philosophy' and their meaning. Identifying features of philosophy and philosophical thinking and its differences from other ways of human learning about the world. Thinking, reflecting and inventing as the intended outcomes of teaching philosophy. Introduction to philosophy through the problems it solves, the questions it answers, the functions attributed to it, its origins and the methods it employs. Basic philosophical categories, methods and disciplines, profiling philosophical thinking in relevant cultural and historical contexts, key philosophical problems and their model solutions. The internal structure of philosophy. Basic philosophical disciplines. The most typical positions within ontology, gnoseology, axiology and philosophy of history. The issue of freedom as the most intense area of overlap between philosophy and civic life. The most famous emancipatory projects in the history of philosophical thought and their reception in relevant socio-political concepts.

Recommended literature:
JASPERS, K. 1996. Úvod do filosofie. Praha: Oikoymenh. 119 s. ISBN 80-86005-05-4.
JASPERS, K. 2002. Malá škola filozofického myslenia. Bratislava: Kaligram. ISBN 80-7149-446-1.
LIESSMANN, K. - ZENATY, G. 1994. O myšlení (Úvod do filosofie). Olomouc: Votobia. ISBN 80-85619-94-6.
Recommended reading:
MICHÁLEK, J. 1992. Co je filosofie? Praha: Oikoymenh. 88 s. ISBN 80-85241-22-6.
NOVOSÁD, F. 2016. Idey na trhovisku. Bratislava: Iris. ISBN 978-80-8153-066-1.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 390

A	ABS	B	C	D	E	FX
43,33	0,0	32,31	13,59	2,31	3,59	4,87

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde017/22	Philosophy of education

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar/week, total 22 hours per semester, combined form (primarily full-time)
Student workload:
11x2 hours of teaching = 22 hours; 10 hours of preparation for the seminar – studying the required literature, 28 hours of work on the project and its presentation. Total 60 hours of work.
Teaching methods:
Seminar: lecture combined with discussion of the topic; examples are given of how educational practice has been a topic of reflection for philosophers and a subject of philosophical inquiry since antiquity. Critical reflection and awareness of the possibilities of applying this knowledge in the present day is essential. Also, a reflection on the importance of values guidance in the school environment through the figure of the teacher and the different subjects of instruction.
Emphasis on discussion, e-learning, critical reflection on relevant materials. (monographs, journals, databases of scientific knowledge, videos, etc.), collaboration. Presentation of the project output by a group of students (work on the project in a group of 2-3 students) in a study group, defending the project.

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
100% of the interim grade, which includes 30% classroom activity and 70% project and its defence.
For successful completion of the course, it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent – outstanding results),
B (93-86%, very good – above average standard),
C (85-76%, well – normal reliable work),
D (75-68%, satisfactory – acceptable results),
E (67-60%, sufficient – results meet minimum criteria),
Fx (59-0%, insufficient – extra work required).
For an A grade, the student correctly and actively reflects critically and creatively on both knowledge and frameworks for further development of the discipline, including their meaningful integration into pedagogical practice.

For a grade of B, the student reflects appropriately critically on both the knowledge and frameworks for further development of the discipline, including their meaningful integration into pedagogical practice.
For a grade of C, the students performed well during the semester, his theoretical knowledge of the philosophy of education is at a good level, but he lacks the ability to apply this knowledge, to critically evaluate its relevance for today‘s times.
A grade of D will be given to a student who has been underprepared during the semester, has slight deficiencies in theoretical knowledge regarding the intersections between philosophy and education, the student cannot critically analyze information.
For a grade of E, the student meets the minimum criteria, reflects critically on knowledge and current developments in the discipline only to a limited extent, knows the interdisciplinary connections between philosophy and education, and is at least minimally able to apply the knowledge.
The Fx assessment requires extra work and study.
Scale of assessment (preliminary/final): 100% of the interim grade, which includes 30% classroom activity and 70% project and its defence. For successful completion of the course, it is necessary to obtain at least 60% of the points.

Learning outcomes:
The aim of the course is to make graduates properly aware of the possibilities of using the thought bases, conceptual apparatus and scientific methodology coming from philosophy in educational theory and practice. The thematic focus of the course leads students to think critically and to look for intersections between philosophy and education, to realize how the thought bases, conceptual apparatus and scientific methodologies derived from philosophy have been and can be applied in educational theory and practice. Students will be able to critically consider the contribution of particular concepts and their applicability today. They will gain an understanding of how educational practice (from antiquity to the present) has been a topic of reflection for philosophers and a subject of inquiry for philosophy. They are further encouraged to reflect on educational issues such as the highly topical subject of values and education.
This knowledge can be used in further study, as well as in planning the thesis research methodology, and then in practice. The chosen educational methods will contribute to the further development of their competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
The course contributes to the gradual development of subject and subject competence as well as to the development of important professional competences of future teachers.

Class syllabus:
1. How does philosophy enter into thinking about education? Finding the intersections between philosophy and education.
2. A primer for pedagogical concepts – from antiquity to the present.
3. Specific forms of influence of philosophical concepts on pedagogy – 20th century:
1. A hermeneutic approach to pedagogy (W. Dilthey, H.-G. Gadamer).
2. Phenomenological approach to pedagogy (J. Patočka, R. Palouš). Existentialist-influenced concepts (R. C. Rogers, V. E. Frankl).
3. Personalism (M. Scheler, M. Buber, E. Levinas, S. Freud, R. C. Rogers). Positivism, scientism in pedagogy (W. Brezinka).
4. Pragmatism in pedagogy (J. Dewey). Marxism and neo-Marxism (J. Habermas, P. Freire, H. Giroux).
4. Contemporary educational theories, their structural elements and theoretical underpinnings.
5. Philosophy of Education through reflection on the problems of education – Values and Education.

The themes focus on the intersection between philosophy and education, on the use of knowledge, thought bases, conceptual apparatus and scientific methodology coming from the field of philosophy in educational theory and practice.
The course develops several competences in line with the profile of the graduate of the psychology teaching field in combination.

Recommended literature:

Required reading:

Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Karolinum.
Zelina, M. (2010). Teórie výchovy alebo hľadanie dobra. SPN.

Recommended reading:

Gray, P. (2016). Svoboda učení. PeopleComm.
Kaščák, O., & Pupala, B. (2009). Výchova a vzdelávanie v základných diskurzoch. Rokus.
Liessmann, K. P. (2012). Teorie nevzdělanosti. Academia.
Neill, A. S. (2015). Summerhill. Příběh první demokratické školy na světě. PeopleComm.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
30,95	0,0	21,43	33,33	9,52	4,76	0,0

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde022/22	Political ethics

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
Seminar, 22 hours per semester, combined method.
Student workload: 22 hours of direct instruction, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment. Total: 60 hours.
Method of training: Problem-based interpretation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde003/22 - Political science II.

Recommended prerequisites:
B-VOBde003 Political science II.

Course requirements:
Weighting of intermediate/final assessment: 100/0
The interim assessment includes an interim written assignment on democracy theory (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
Prerequisites for successful completion of the course:
Intermediate/final grade weighting: 100/0
The interim assessment includes an interim written assignment on the theory of demcracies (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
The grade is awarded on a scale:
A 100-94%, excellent - outstanding results; students perform well, their theoretical knowledge of ethics of responsibility is at an excellent level, they have a standard very good ability to evaluate knowledge critically and analytically, to compare different moral concepts, they hand in assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the mid-term test which, in terms of points or percentages, together with the score (percentage) of the mid-term written assignment, corresponds to an A grade.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of ethics of responsibility is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) in the interim test

which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, is equivalent to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of the ethics of responsibility is at a good level, but they lack the ability to analytically compartmentalize this knowledge and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in the concept of ethics of responsibility; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in the concepts of political ethics, unable to process information analytically and critically. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) on the midterm test that, in terms of points or percentages, along with the score (percentage) on the midterm writing assignment, is equivalent to an E grade.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to key topics in political ethics, which is a constitutive aspect of political science. They will acquire the ability to critically analyse the moral aspects of politics in the processes of democratic citizenship formation. They will acquire the ability to interpret the paradoxes of morality in modern times. They will be able to present the essential features of political ethics in its entirety and to point out its ambivalent character.

Class syllabus:
Brief outline of the course:
1. The ambivalence of modernity and the ambivalence of morality
1.1 The content of the political:
Political ethics as a problem of its mastery
1.2 The process of the political:
Political ethics and the democratic question
1.3 Forms of the political:
Political ethics and social governance
2. Political ethics as a critique of domination
3. Political ethics as a theory of communicative justice
3.1 Distinction between ethics and morality
Justice as a principle of politics
3.2 Moral foundations of justice:
The ethics of discourses
3.3 The political institutionalisation of justice
Morality and deliberative politics
3.4 A Critique of Communicative Ethics
4. The political ethics of communitarianism

4.1 The Substantive Model:
The morality of patriotism
4.2 Republican Model:
Participation and self-management
4.3 The normative public model:
The idea of particularistic justice
4.4 Critique of communitarianism
5. Political ethics as a principle of accountability

Recommended literature:

JONAS, H. 1997. Princip odpovědnosti. Pokus o etiku pro technologickou civilizaci. Praha:OIKOYMENH. 318 s. (vybrané kapitoly) ISBN 80-86005-06-2
JASPERS, K. 1965. Otázka viny. Praha: Mladá fronta 92 s.
Recommended readings:
SHAPIRO, I. 2003. Morální základy politiky. Praha: Karolinum. 239 s. (kapitola 8). ISBN 80-246-0716-6
ŠMAJS, J. 1995. Ohrožená kultura. Od evoluční ontologie k ekologické politice. 1.vyd. Brno:"Zvláštní vydání... ", 105 s. ISBN 80-85436-38-8

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 206

A	ABS	B	C	D	E	FX
68,93	0,0	25,24	4,85	0,49	0,0	0,49

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde022/22	Political ethics

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
Seminar, 22 hours per semester, combined method.
Student workload: 22 hours of direct instruction, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment. Total: 60 hours.
Method of training: Problem-based interpretation and discussion of the topics covered.

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde003/22 - Political science II.

Recommended prerequisites:
B-VOBde003 Political science II.

Course requirements:
Weighting of intermediate/final assessment: 100/0
The interim assessment includes an interim written assignment on democracy theory (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
Prerequisites for successful completion of the course:
Intermediate/final grade weighting: 100/0
The interim assessment includes an interim written assignment on the theory of demcracies (40% of the grade) and an interim didactic test (60% of the grade). To pass the course, a minimum of 60% of the total mark is required.
The grade is awarded on a scale:
A 100-94%, excellent - outstanding results; students perform well, their theoretical knowledge of ethics of responsibility is at an excellent level, they have a standard very good ability to evaluate knowledge critically and analytically, to compare different moral concepts, they hand in assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the mid-term test which, in terms of points or percentages, together with the score (percentage) of the mid-term written assignment, corresponds to an A grade.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of ethics of responsibility is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) in the interim test

which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, is equivalent to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of the ethics of responsibility is at a good level, but they lack the ability to analytically compartmentalize this knowledge and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in the concept of ethics of responsibility; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in the concepts of political ethics, unable to process information analytically and critically. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) on the midterm test that, in terms of points or percentages, along with the score (percentage) on the midterm writing assignment, is equivalent to an E grade.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to key topics in political ethics, which is a constitutive aspect of political science. They will acquire the ability to critically analyse the moral aspects of politics in the processes of democratic citizenship formation. They will acquire the ability to interpret the paradoxes of morality in modern times. They will be able to present the essential features of political ethics in its entirety and to point out its ambivalent character.

Class syllabus:
Brief outline of the course:
1. The ambivalence of modernity and the ambivalence of morality
1.1 The content of the political:
Political ethics as a problem of its mastery
1.2 The process of the political:
Political ethics and the democratic question
1.3 Forms of the political:
Political ethics and social governance
2. Political ethics as a critique of domination
3. Political ethics as a theory of communicative justice
3.1 Distinction between ethics and morality
Justice as a principle of politics
3.2 Moral foundations of justice:
The ethics of discourses
3.3 The political institutionalisation of justice
Morality and deliberative politics
3.4 A Critique of Communicative Ethics
4. The political ethics of communitarianism

4.1 The Substantive Model:
The morality of patriotism
4.2 Republican Model:
Participation and self-management
4.3 The normative public model:
The idea of particularistic justice
4.4 Critique of communitarianism
5. Political ethics as a principle of accountability

Recommended literature:

JONAS, H. 1997. Princip odpovědnosti. Pokus o etiku pro technologickou civilizaci. Praha:OIKOYMENH. 318 s. (vybrané kapitoly) ISBN 80-86005-06-2
JASPERS, K. 1965. Otázka viny. Praha: Mladá fronta 92 s.
Recommended readings:
SHAPIRO, I. 2003. Morální základy politiky. Praha: Karolinum. 239 s. (kapitola 8). ISBN 80-246-0716-6
ŠMAJS, J. 1995. Ohrožená kultura. Od evoluční ontologie k ekologické politice. 1.vyd. Brno:"Zvláštní vydání... ", 105 s. ISBN 80-85436-38-8

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 206

A	ABS	B	C	D	E	FX
68,93	0,0	25,24	4,85	0,49	0,0	0,49

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde002/22	Political science I.

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
Lecture, 2 hours/week, i.e. 22 hours in total per semester, combined (mostly full-time)
Student workload:
22 hours of direct instruction, 50 hours of preparation for the final oral exam, 30 hours for the mid-term written paper, 18 hours of guided self-study (work with a political science text). 120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion), guided self-study (work with text)

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the test (50% of the mark)
The final assessment involves the completion of an oral examination focusing on knowledge of basic political science terms, concepts, categories and political ideologies (50 % of the mark)
A minimum of 60% of the total score is required for passing the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding results; in a structured essay, the student has demonstrated a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilised) that corresponds to an A grade. In the oral examination, the student has correctly, actively, critically and creatively mastered the introduction to the study of politics. Reflects critically, actively and theoretically on the content of politics. The structured essay and oral exam are designed to verify the stated learning outcomes.
B (93-86%, very good - above average standard; the student reflects critically on both the knowledge and the frameworks for further development of the discipline in an appropriate manner, (the range of knowledge acquired and cognitive skills mobilised) which, in terms of points, percentage, corresponds to a grade of B.
C (85-76%, good - normal reliable work; the student reflects more or less actively and critically on the knowledge and the current development of political science knowledge in a structured essay

and in an oral examination (the extent of acquired knowledge and mobilized cognitive abilities), which corresponds to the grade C in the point, percentage evaluation.
D (75-68%, Satisfactory - Acceptable performance; the student reflects critically on knowledge and current developments in the discipline to a limited, moderate degree (range of knowledge acquired and cognitive abilities mobilized) in a structured essay and in an oral examination, demonstrates political science knowledge at a grade of D.
E (67-60%, sufficient - results meet minimum criteria, (range of knowledge acquired and cognitive skills mobilized) student demonstrated limited critical reflection on knowledge and current developments in the discipline in a structured essay and on an oral examination.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field in order to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Class syllabus:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field in order to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Recommended literature:
HEYWOOD, A.: Politologie. Praha. EUROLEX BOHEMIA. 2004 (kapitoly 1,2,3,5,6,12,14) ISBN 9-78086432953
LYSÝ, J. 2004. Úvod do politickej vedy. Bratislava: OZSP. 93 s. ISBN 80-968927-8-9
ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
WEBER, M. 1992. Politika ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
Ústava SR NR SR, TASR PRESSFOTO. 72 s. ISBN 80-226-0131-4
LYSÝ, J. 2008. Občianska spoločnosť. Bratislava: Právnická fakulta Univerzity Komenského, s. 24-63. ISBN 978-80-7160-249-1
SRB, V. 2008.Stručný průvodce politickou vědou aneb klíč kpolitické teorii, Kolín: Vysoká škola politických a společenských věd. 83 s. ISBN 80-86879-05-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 391

A	ABS	B	C	D	E	FX
36,83	0,0	24,3	26,6	2,81	4,6	4,86

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 10.09.2024

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde002/22	Political science I.

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
Lecture, 2 hours/week, i.e. 22 hours in total per semester, combined (mostly full-time)
Student workload:
22 hours of direct instruction, 50 hours of preparation for the final oral exam, 30 hours for the mid-term written paper, 18 hours of guided self-study (work with a political science text). 120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion), guided self-study (work with text)

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the test (50% of the mark)
The final assessment involves the completion of an oral examination focusing on knowledge of basic political science terms, concepts, categories and political ideologies (50 % of the mark)
A minimum of 60% of the total score is required for passing the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding results; in a structured essay, the student has demonstrated a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilised) that corresponds to an A grade. In the oral examination, the student has correctly, actively, critically and creatively mastered the introduction to the study of politics. Reflects critically, actively and theoretically on the content of politics. The structured essay and oral exam are designed to verify the stated learning outcomes.
B (93-86%, very good - above average standard; the student reflects critically on both the knowledge and the frameworks for further development of the discipline in an appropriate manner, (the range of knowledge acquired and cognitive skills mobilised) which, in terms of points, percentage, corresponds to a grade of B.
C (85-76%, good - normal reliable work; the student reflects more or less actively and critically on the knowledge and the current development of political science knowledge in a structured essay

and in an oral examination (the extent of acquired knowledge and mobilized cognitive abilities), which corresponds to the grade C in the point, percentage evaluation.
D (75-68%, Satisfactory - Acceptable performance; the student reflects critically on knowledge and current developments in the discipline to a limited, moderate degree (range of knowledge acquired and cognitive abilities mobilized) in a structured essay and in an oral examination, demonstrates political science knowledge at a grade of D.
E (67-60%, sufficient - results meet minimum criteria, (range of knowledge acquired and cognitive skills mobilized) student demonstrated limited critical reflection on knowledge and current developments in the discipline in a structured essay and on an oral examination.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field in order to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Class syllabus:
Students will gain an overview of the basic terms, concepts and categories of political science. They will become familiar with the general characteristics of the field in order to gain proficiency and orientation in the schools of thought in contemporary political science, including disputes over the concept of politics. They will gain an overview of contemporary ideological trends and the relationship between politics and morality. They will understand the categories of the political system, political parties and movements, human rights, and education for patriotism. The course includes an explanation of Slovakia's place in the EU, Slovakia's foreign policy, and showing Slovakia's path to parliamentary democracy.

Recommended literature:
HEYWOOD, A.: Politologie. Praha. EUROLEX BOHEMIA. 2004 (kapitoly 1,2,3,5,6,12,14) ISBN 9-78086432953
LYSÝ, J. 2004. Úvod do politickej vedy. Bratislava: OZSP. 93 s. ISBN 80-968927-8-9
ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
WEBER, M. 1992. Politika ako povolanie. Prel. L. Kiczko. Bratislava: Spektrum. 75 s. ISBN 80-218-0055-0
Ústava SR NR SR, TASR PRESSFOTO. 72 s. ISBN 80-226-0131-4
LYSÝ, J. 2008. Občianska spoločnosť. Bratislava: Právnická fakulta Univerzity Komenského, s. 24-63. ISBN 978-80-7160-249-1
SRB, V. 2008.Stručný průvodce politickou vědou aneb klíč kpolitické teorii, Kolín: Vysoká škola politických a společenských věd. 83 s. ISBN 80-86879-05-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 391

A	ABS	B	C	D	E	FX
36,83	0,0	24,3	26,6	2,81	4,6	4,86

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 10.09.2024

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde003/22	**Course title:** Political science II.

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
Lecture, 2 hours per week / i.e. total of 22 hours per semester combined (mostly attendance)
Student workload:
22 hours of direct instruction, 50 hours of preparation for the final oral examination, 30 hours for the mid-term test, 18 hours of guided self-study (work with a political science text, document). 120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion)

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde002/22 - Political science I.

Recommended prerequisites:
B-VOBde002 Political Science I.

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the production of a test on a specified topic in the history of political thought (periods, works and personalities) according to specified conditions: (50% of the mark).
The final assessment involves the completion of an oral examination focusing on knowledge of political thought in the ancient, medieval and modern periods, the characteristics of each period, key authors, works, documents and ideologies (50 % of the mark).
A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student has demonstrated in the test a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, he/she has correctly, critically and creatively mastered the different periods of the history of political thought with their characterisation of history, authors and also in context. Reflects critically and theoretically on the period, personalities and their works. The structured essay and oral examination are designed to verify stated learning outcomes that promote reflexivity of past and contemporary political history as conditions for education for democratic citizenship.

B (93-86%, very good - above average standard; the student reflects adequately and critically on particular periods in the history of political thought and their relationship to key authors and their works (within the range of knowledge acquired and cognitive abilities mobilized), which corresponds to a grade of B in terms of points, percentages, and grades.
C (85-76%, good - normal reliable work; in a structured essay and in an oral examination, the student reflects more or less critically on the knowledge of the different periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilised cognitive abilities), which corresponds to a grade C in the points, percentage assessment.
D (75-68%, satisfactory - acceptable results; the student reflects, to a limited extent, in a moderately critical way, knowledge from individual periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilized cognitive abilities). Demonstrates D-level political science knowledge in a structured essay and in an oral examination.
E (67-60%, sufficient - results meet the minimum criteria, (range of knowledge acquired and cognitive skills mobilised) the student has demonstrated in the structured essay and oral examination only a limited degree of critical reflection on the different periods of the history of political thought, their authors and works, and partial reflection on their contexts.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student is introduced to the development of political thought from ancient times to the modern day. The student knows and can interpret key canonical works of political history, their key political figures in context. Learns the major and crucial periods of political history and the concepts they have presented as central to the history of political thought and relevant to education for democratic citizenship" reason, rationality, science, technology, and social relations. Ultimately, political thought addresses the complex problem of the global crisis of modern times. The course encourages reflection on contemporary political issues as a prerequisite for education for democratic citizenship.

Class syllabus:
The origins of European political thought. The beginnings of political thought in ancient China. Political thought in ancient India. Islamic political thought. Medieval political thought. Renaissance and Reformation. Humanism and utopianism. From absolutism to enlightenment. Political ideologies to the end of the 29th century. German idealism, political romanticism and the historical legal school. Political, national and emancipatory movements in Slovakia. Liberal democracy and political life between bipolarity and multipolarity.

Recommended literature:
LYSÝ J. 2006. Dejiny politického myslenia I., Bratislava: UK ISBN 80-223-2168-8
LYSÝ J. 2006. Dejiny politického myslenia II., Bratislava: UK. ISBN 80-223-2242-3
ČERNÍK, V., VICENÍK, J., VIŠŇOVSKÝ, E. 1997. Historické typy racionality. Bratislava: IRIS.324 s. ISBN 80-88778-45-X
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. I. časť, Bratislava 2021. ISBN978-80-224-1904-8 (súbor)
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. II. časť, Bratislava 2021. ISBN978-80-224-1891-1 (II. časť)
Odporúčaná literatúra:
ARENDTOVÁ, H. 2002. Mezi minulostí a budoucností, Brno: CDK, 263 s. ISBN 80-85959-92-5
HEYWOOD, A. 2005. Politické ideologie, Praha: Eurolex Bohemia. 339 s. ISBN80-86861-71-6
NOVOSÁD, F., SMREKOVÁ, D. 2013. Dejiny sociálneho a politického myslela. Bratislava:Kalligram. 797 s. ISBN 978-80-8101-679-0

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 356

A	ABS	B	C	D	E	FX
32,58	0,0	25,0	20,22	11,24	6,74	4,21

Lecturers:

Last change: 10.09.2024

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde003/22	**Course title:** Political science II.

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
Lecture, 2 hours per week / i.e. total of 22 hours per semester combined (mostly attendance)
Student workload:
22 hours of direct instruction, 50 hours of preparation for the final oral examination, 30 hours for the mid-term test, 18 hours of guided self-study (work with a political science text, document). 120 hours in total
Teaching methods:
In the lectures: problem-based interpretation.
In seminars: Dialogical methods (interview, discussion, polemic, debate, discussion)

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde002/22 - Political science I.

Recommended prerequisites:
B-VOBde002 Political Science I.

Course requirements:
Weighting of interim/final evaluation: 50/50
The interim assessment involves the production of a test on a specified topic in the history of political thought (periods, works and personalities) according to specified conditions: (50% of the mark).
The final assessment involves the completion of an oral examination focusing on knowledge of political thought in the ancient, medieval and modern periods, the characteristics of each period, key authors, works, documents and ideologies (50 % of the mark).
A minimum of 60% of the total mark is required to pass the course.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results; the student has demonstrated in the test a level of mastery and alignment of the topic with the specified criteria (knowledge acquired and cognitive skills mobilized) that corresponds to an A grade. In the oral examination, he/she has correctly, critically and creatively mastered the different periods of the history of political thought with their characterisation of history, authors and also in context. Reflects critically and theoretically on the period, personalities and their works. The structured essay and oral examination are designed to verify stated learning outcomes that promote reflexivity of past and contemporary political history as conditions for education for democratic citizenship.

B (93-86%, very good - above average standard; the student reflects adequately and critically on particular periods in the history of political thought and their relationship to key authors and their works (within the range of knowledge acquired and cognitive abilities mobilized), which corresponds to a grade of B in terms of points, percentages, and grades.
C (85-76%, good - normal reliable work; in a structured essay and in an oral examination, the student reflects more or less critically on the knowledge of the different periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilised cognitive abilities), which corresponds to a grade C in the points, percentage assessment.
D (75-68%, satisfactory - acceptable results; the student reflects, to a limited extent, in a moderately critical way, knowledge from individual periods of the history of political thought with their authors and works (within the scope of acquired knowledge and mobilized cognitive abilities). Demonstrates D-level political science knowledge in a structured essay and in an oral examination.
E (67-60%, sufficient - results meet the minimum criteria, (range of knowledge acquired and cognitive skills mobilised) the student has demonstrated in the structured essay and oral examination only a limited degree of critical reflection on the different periods of the history of political thought, their authors and works, and partial reflection on their contexts.
Fx (59-0%, insufficient - further work, extra study required).
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
The student is introduced to the development of political thought from ancient times to the modern day. The student knows and can interpret key canonical works of political history, their key political figures in context. Learns the major and crucial periods of political history and the concepts they have presented as central to the history of political thought and relevant to education for democratic citizenship" reason, rationality, science, technology, and social relations. Ultimately, political thought addresses the complex problem of the global crisis of modern times. The course encourages reflection on contemporary political issues as a prerequisite for education for democratic citizenship.

Class syllabus:
The origins of European political thought. The beginnings of political thought in ancient China. Political thought in ancient India. Islamic political thought. Medieval political thought. Renaissance and Reformation. Humanism and utopianism. From absolutism to enlightenment. Political ideologies to the end of the 29th century. German idealism, political romanticism and the historical legal school. Political, national and emancipatory movements in Slovakia. Liberal democracy and political life between bipolarity and multipolarity.

Recommended literature:
LYSÝ J. 2006. Dejiny politického myslenia I., Bratislava: UK ISBN 80-223-2168-8
LYSÝ J. 2006. Dejiny politického myslenia II., Bratislava: UK. ISBN 80-223-2242-3
ČERNÍK, V., VICENÍK, J., VIŠŇOVSKÝ, E. 1997. Historické typy racionality. Bratislava: IRIS.324 s. ISBN 80-88778-45-X
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. I. časť, Bratislava 2021. ISBN978-80-224-1904-8 (súbor)
PEKNÍK a kol.: Republika Česko-Slovensko. Od monarchie k vlastnému štátu. Ilúzie verzus realita. II. časť, Bratislava 2021. ISBN978-80-224-1891-1 (II. časť)
Odporúčaná literatúra:
ARENDTOVÁ, H. 2002. Mezi minulostí a budoucností, Brno: CDK, 263 s. ISBN 80-85959-92-5
HEYWOOD, A. 2005. Politické ideologie, Praha: Eurolex Bohemia. 339 s. ISBN80-86861-71-6
NOVOSÁD, F., SMREKOVÁ, D. 2013. Dejiny sociálneho a politického myslela. Bratislava:Kalligram. 797 s. ISBN 978-80-8101-679-0

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 356

A	ABS	B	C	D	E	FX
32,58	0,0	25,0	20,22	11,24	6,74	4,21

Lecturers: Mgr. Veronika Valkovičová, PhD.

Last change: 10.09.2024

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde014/22	Psychology of creativity

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
22 hours (2 hours per week), combined form (mostly full-time)
Student workload: 22 hours of direct teaching; 12 hours preparing the implementation of methods of creativity development; 2 hours dedicated to14 hours of self-study on the subject. Total 50 hours of work.
Teaching methods: group discussion, guided discussion of the topic covered, heuristic method, actual solved problems and open questions, guided self-study, and work with the text.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

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

Recommended prerequisites:
B-PSYde005 Developmental Psychology

Course requirements:
100% of continuous assessment.
During the semester, students will carry out a seminar paper (analyze the main problems psychology of creativity by psychologists + present a lesson proposal developing students' originality and flexibility. max. 30 points), verbally evaluate the presented seminar work(max. 10 points) and pass the midterm test (max. 60 points). For successful completion a minimum of 60% of the points is required for passing the course.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
For a grade of A, students need to actively show interest and report continuously throughout the semester and are capable of independent study. Students are able to navigate in the literature study, understand the theoretical background, and know methods for developing creativity. Demonstrate an ability in the design of creativity development programmes in the classroom at an excellent level.

A grade of B indicates that students have performed above average throughout the semester, have been capable of independent study, have a basic understanding of the psychology of creativity, are able to navigate the literature study, and know methods for developing creativity. Demonstrate the ability to compile creativity development programmes in the classroom at a very good level.
A grade of C indicates that students performed at a standard level during the semester, their theoretical knowledge of the psychology of creativity is at an average level, but they lack the ability to apply this knowledge correctly, critically evaluate and compare the various literary sources and psychological knowledge, know methods for developing creativity at an average level.
A grade of D indicates that students were less prepared during the semester, have moderate deficiencies in theoretical knowledge related to the psychology of creativity. They have considerable difficulties in independent work, often unable to critically analyse information correctly.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyse and compare multiple pieces of knowledge quite correctly, but have at least an adequate command of most of the theoretical knowledge in the course. A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
The aim of the Psychology of Creativity course - as an important theoretical and practical component of the structure of psychological disciplines in the field of psychology teacher education - is to familiarize students with the theoretical foundations of the psychology of creativity. After completing of the course, students will have mastered psychological creative techniques, will be familiar with some creativity training and they will learn how to develop creativity in groups and how to set up creativity programs for their study field.
Criteria and basic features of creativity. Creative activity, creative product, creative process, creative attitude. Skills and rational operations in the creative process. Systems of creative problem solving. Obstacles to the creative approach (in thinking, practical activity, etc.) and ways of overcoming them. Basic characteristics of the creative personality. Creative techniques and their application in practice. Development creativity, creative task. Training and development of individual components of creativity. Development of the creative thinking in group cooperation. Creativity development programmes in the classroom.
Scale of assessment (preliminary/final): 100% of continuous assessment.

Learning outcomes:
The aim of the Psychology of Creativity course - as an important theoretical and practical component of the structure of psychological disciplines in the field of psychology teacher education - is to familiarize students with the theoretical foundations of the psychology of creativity. After completing of the course, students will have mastered psychological creative techniques, will be familiar with some creativity training and they will learn how to develop creativity in groups and how to set up creativity programs for their study field.

Class syllabus:
Criteria and basic features of creativity. Creative activity, creative product, creative process, creative attitude. Skills and rational operations in the creative process. Systems of creative problem solving. Obstacles to the creative approach (in thinking, practical activity, etc.) and ways of overcoming them. Basic characteristics of the creative personality. Creative techniques and their application in practice. Development creativity, creative task. Training and development of individual components of creativity. Development of the creative thinking in group cooperation. Creativity development programmes in the classroom.

Recommended literature:
Compulsory/Recommended readings:

Carter, P., & Russell, K. (2003). Memory and creativity training. Examples with solutions. Computer Press.
Carter, P., & Russell, K.(2004). Memory and creativity training II. Computer Press.
Pupil, P. (2004). Creativity and its development. Computer Press.
Recommended reading:
Belz, H., & Siegrist, M. (2001). key competencies and their development. Portal.
Buzan, T. (2003). Going smart. Columbus.
Maisel, E. (2002). Training creativity. Portal.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 140

A	ABS	B	C	D	E	FX
90,71	0,0	4,29	3,57	0,0	0,0	1,43

Lecturers: PhDr. Romana Schunová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde027/22	Psychology of individuals with hearing impairment

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar/week; total 22 hours per semester, combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; preparation for seminar work and presentation
Preparation for the seminar work (8 hours); preparation for the mid-term test (25 hours), 55 hours in total.
Teaching methods:
interpretation and discussion of individual topics, guided discussion of the topic, heuristic method, discussion, analysis of research findings, problem solving, self-study and work with literature.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology

Recommended prerequisites:
B-PSYde010 - General pathopsychology

Course requirements:
100% of the interim evaluation. Interim assessment includes a seminar paper (40% of the assessment) and two written interim tests (60% of the assessment).
For successful completion of the course, it is necessary to obtain at least 60% of the points grade.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
A (excellent - excellent results, the student has mastered the knowledge of the subject at an excellent level, the student is able to relate the acquired knowledge to the profiling subjects of the study programme at an excellent level psychology teaching, in particular to understand the acquired knowledge in the context of the general psychological laws of the human psyche and developmental laws),

B (very good - above average standard, the student has mastered the knowledge of psychology of people with hearing impairment, at an above-average level, is able to link the acquired knowledge with profiling subjects, can interpret the knowledge in the context of psychological theories, theories of psychological development in particular),
C (good - routine reliable work, student has mastered the knowledge of the subject at an average level, at an average level, is able to link the acquired knowledge with the profiling subjects of the study programme, at a solid level, understands the specifics of the formation of psychological functions and personality in conditions of hearing impairment),
D (satisfactory - acceptable results, the student has mastered the knowledge of the subject at a satisfactory level, at a satisfactory level he/she can link the acquired knowledge with the profiling subjects of the study programme, understands the specifics of psychological functions and the specifics of personality formation in people with hearing impairment),
E (sufficient - the results meet the minimum criteria, the student understands only at a sufficient level the issues of the formation of psychological functions and personality in the conditions of hearing impairment),
Fx (insufficiently, the student has not gained enough insight into the psychology of people with hearing impairment, he/she is not able to link the knowledge with the knowledge gained from the study of general, developmental and social psychology).
Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:
The aim is to understand the specifics of the development of psychological functions in individuals with hearing impairment, to differentiate the impact of prelingual and post-lingual hearing loss, to increase sensitivity to the problems people with hearing impairment.
Upon successful completion of the course, the student will understand the impact of hearing impairment on the formation of psychological functions, personality of the individual with hearing impairment, understand different perspectives on deafness: the clinical and cultural-anthropological model of deafness, the role of psychology in care and post-lingual hearing impairment, can relate the acquired knowledge to knowledge of general psychology, developmental and social psychology, can apply the acquired knowledge of the psychology of individuals with hearing impairment to the education and training of pupils/students with hearing impairment, can apply knowledge in the teaching of pupils/students with hearing impairment educated in integrated/inclusive educational settings, can critically identify and evaluate attitudes and misconceptions towards people with hearing impairment, expands awareness of cultural and linguistic values of deaf people, participates in educational and social problems of individuals with hearing impairment, can critically evaluate solutions based on and arguing from the knowledge of psychology.

Class syllabus:
1. The subject of the psychology of the hearing impaired.
2. Clinical and cultural-anthropological interpretation of deafness- impact on the psychology of people with hearing impairment.
3. Organization of psychological functions in prelingually deaf people - comparison with hearing people, organization of mental functions and cochlear implantation.
4. Compensatory mechanisms and compensatory potential of individuals with hearing impairment.
5. Development of cognitive functions in prelingually deaf people.
6. Language, speech and deafness. Communication modus and relationship to cognitive development.
7. Deaf people as a cultural and linguistic community.
8. Personality of individuals with hearing impairment. Prelingual deafness and personality formation.

9. Participation of people with hearing impairment, quality of life of individuals with prelingual deafness, and post-lingual hearing impairment.
10. Psychological characteristics of the hearing impaired learner and inclusive education.
11. Cochlear implantation. Impacts on the psychosocial and cognitive development of the individual.

Recommended literature:
Compulsory reading:
Groma, M. (2012). Špecifiká utvárania psychiky nepočujúcich. In Groma, M.: Kariérové poradenstvo a možnosti facilitácie kariérového vývinu nepočujúcich. Univerzita Komenského. (s.43-59)
Požár, L. (2007). Základy psychológie ľudí so zdravotným postihnutím. Trnava: Typi Universitatis Tyrnaviensis, 2007.
Recommended reading:
Groma, M. (2016). Psychológia sluchovo postihnutých. In: Heretik, A. a kol.: Klinická psychológia. Psychoprof. (s. 686-691)
Uherík, A. (1992). Hluchota, reč, poznanie. Osveta.

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

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
66,67	0,0	14,81	3,7	11,11	0,0	3,7

Lecturers: doc. PhDr. Marian Groma, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPsPp/B-PSYde024/22	**Course title:** Psychology of individuals with intellectual disability
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching, and organizational form: 2 hours seminar/week, total 22 hours per semester, combined form (primarily full-time) Student workload: 11 x 2 hours of teaching = 22 hours; continuous preparation for class (7 hours), preparation of the seminar paper in the form of a PowerPoint (10 hours), and preparation for the midterm exam (15 hours). Total 54 hours. Teaching methods: Interpretation, interview, guided discussion, problem-solving, heuristic method, guided self-study, work with professional text and information sources.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: I.	
Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology	
Recommended prerequisites: B-PSYde010 – General pathopsychology	
Course requirements: 100% of intermediate assessment The interim evaluation includes the following interim tasks: - creating and presenting a seminar paper in PowerPoint on a given topic related to the development of a selected cognitive process or personality in a person with intellectual disabilities, taking into account the specifics of intellectual disabilities (40% of the assessment), - a mid-term paper (60% of the mark). To pass the course, a minimum score of 60% is required. Ratings are given on a scale: A (100-94%, excellent - outstanding), B (93-86%, very good - above average standard), C (85-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - additional work required). A - the student continuously produces excellent results during the semester, is capable of independent study and critical comparison of professional texts focused on the psychology of	

people with intellectual disabilities, knows the basics of the psychology of people with intellectual disabilities as a scientific discipline, and is able to meaningfully integrate this knowledge with the knowledge of other psychological disciplines, is able to apply the theoretical knowledge on the basis of his/her knowledge to the elaboration of the assigned tasks,
B - the student achieved above-average results during the semester, is capable of independent study and adequate critical comparison of professional texts focused on the psychology of people with intellectual disabilities, knows the basics of the psychology of people with intellectual disabilities as a scientific discipline and is able to integrate this knowledge with the knowledge of other psychological disciplines in a meaningful way, is able to practically apply theoretical knowledge on the basis of his/her knowledge to the development of the assigned tasks,
C - the student has the ability to study independently, the critical comparison of professional texts focused on the psychology of people with intellectual disabilities is average, the knowledge of the scientific discipline is at a good level, and the ability to practically apply theoretical knowledge to the development of the assigned tasks is average, during the semester he/she performed standard good performance,
D - the student's ability of independent study and critical comparison of professional texts on the psychology of people with intellectual disabilities is at a weaker level, he/she has moderate deficiencies in the theoretical knowledge of the subject, the ability to practically apply theoretical knowledge to the development of the assigned tasks is a problem for the student,
E - the student fails in more than one of the assignments, lacks the ability to independently study and critically compare professional texts focused on the psychology of people with intellectual disabilities, has major deficiencies in theoretical knowledge, and fails in the practical application of theoretical knowledge to the development of the assigned tasks,
FX - the student has not sufficiently fulfilled the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100% of intermediate assessment

Learning outcomes:
The aim is to understand the basic terminology of the psychology of mental/intellectual disability (MD/ID), the specific features of cognitive processes, and the personality of people with intellectual disabilities.
Upon completion of the course, the student:
- knows the basic terminology of the psychology of mental disability
- knows the specific features of cognitive processes of people with MD
- understands the impact of the cognitive processes of people with MD on different types of learning about their specificities
- understands the specific features of personality formation of people with MD
- understands the problems of integration and inclusion of people with MD, especially about the educational environment
- can design activities to develop the cognitive processes and personality of people with MD about their specific needs and personalities
- acquires and consolidates his/her skills in the field of communication competencies about communication with a person with MD
- critically analyses information from the literature, compares it, and can think in context

Class syllabus:
1. The subject of the psychology of people with mental disabilities. Research methods in the psychology of people with mental disabilities.
2. Definition of the term mental disability. Classification of mental disability. Causes of mental disability.

3. Psychological diagnosis in people with mental disabilities. Problems of diagnosis in people with mental disabilities.
4. Psychological development about mental disability.
5. Specific features of cognitive processes in people with mental disabilities - perception, and imagination.
6. Specificities of cognitive processes in people with mental disabilities - thinking and speech, attention. Communication with people with mental disabilities.
7. Specific features of memory and learning in people with mental disabilities. Opportunities to improve performance in learning.
8. The personality of people with mental disabilities. Factors influencing self-evaluation in people with mental disabilities. Motivation, interests, emotional experience, volitional action, creativity, and moral development in people with mental disabilities.
9. Legal awareness of people with mental disabilities. Vocational orientation and career choice of people with mental disabilities.
10. Specifics of the socialization process of people with mental disabilities. Integration and inclusion of people with mental disabilities and their possible problems in the school environment.
11. The family with a child with mental disabilities.

Recommended literature:

Required reading:

Jakabčic, I. (2017). Psychológia detí a mládeže s mentálnym postihnutím. Psychoprof.

Recommended reading:

Jakabčic, I., & Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých. IRIS.
Švarcová, I. (2007, 2011). Mentální retardace. Portál.
Valenta, M., & Michalík, J. (2012). Mentální postižení. Grada.
Vágnerová, M., Hadj-Moussová, Z., & Štech, S. (2004). Psychologie handicapu. Karolinum.

Languages necessary to complete the course:

Slovak and Czech language, English language (to supplement knowledge)

Notes:

Past grade distribution

Total number of evaluated students: 20

A	ABS	B	C	D	E	FX
85,0	0,0	5,0	10,0	0,0	0,0	0,0

Lecturers: PaedDr. Anežka Hamranová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde028/22	Psychology of individuals with physical disability and chronic illness

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

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

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology

Recommended prerequisites:
B-PSYde010 General pathopsychology

Course requirements:
100% of the interim evaluation
Interim assessment (100%) includes the creation and presentation of a seminar paper in PowerPoint (40% of the assessment) and a midterm exam (60%).
For successful completion of the course, it is necessary to obtain a minimum of 60% of the points.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
A - the student correctly and actively reflects critically and creatively on both the knowledge and frameworks for further development of the discipline, including their meaningful integration with the knowledge of other disciplines and the critical and creative application of the methods of the psychology of people with physical disabilities and chronic illness.

B - The student reflects appropriately critically on both the findings and frameworks for further development of the discipline, including their meaningful integration with the findings of other disciplines.
C - the student reflects more or less critically on the knowledge and current development of the discipline, is aware of interdisciplinary contexts, and is able to apply knowledge from the psychology of people with physical disabilities and chronic illness in a fundamentally sound manner.
D - the student reflects critically on knowledge and current developments in the discipline to a limited extent, knows interdisciplinary contexts, is able to apply knowledge from the psychology of people with physical disabilities and chronic illness.
E - the student reflects critically only to a limited extent the knowledge and current development of the discipline, knows the interdisciplinary context, is at least minimally able to apply knowledge from the psychology of people with physical disabilities and chronic illness.
Fx - 59-0%, insufficient - additional work, additional study required.
Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:
The aim of successful completion of the course is that the student is able to orient himself/herself in the specifics of the psychological processes and personality of people with physical disabilities and chronic diseases. Students will gain an understanding of the basic terminology of the psychology of people with physical disabilities and chronic illness.
Upon completion of the course, students must:
acquire/grasp
- the theoretical foundations of the psychology of people with physical disabilities and chronic illness,
- the basic terminology of the psychology of people with disabilities and chronic illness,
- the personality characteristics of people with physical disabilities and chronic illness,
understand:
- the specificity of the formation of psyche in the conditions of physical disability,
- the specific features of the behaviour of people with physical disabilities and chronic illness,
- the specific features of psychological processes in people with physical disabilities and chronic illness,
be able to:
- work critically with knowledge in the field of psychology of people with physical disabilities and chronic illness,
- apply knowledge in the care of individuals with physical disabilities,
- critically analyse and compare information in the literature.

Class syllabus:
1. Introduction to the study of the psychology of people with physical disabilities and chronic illness: subject, tasks, methods.
2. Basic concepts in the psychology of people with physical disabilities and chronic illness and related fields.
3. Normality - abnormality in relation to the psychology of people with physical disabilities and chronic illness.
4. Specific features of the development of individuals with physical disabilities and chronic illness.
5. Peculiarities of psychological processes in people with physical disabilities and chronic illness.
6. Pathopsychological research of psychological processes in people with physical disabilities and chronic illness.
7. Personality of individuals with physical disabilities and chronic illness.

8. Social-psychological aspects of physical disability. Attitudes of society towards people with physical disabilities or chronic illness.
9. Family issues of individuals with physical disabilities and chronic illness.
10. Psychological problems of socialization and integration/inclusion of people with physical disabilities in society.

Recommended literature:

Required reading:

Matějček, Z. (2001). Psychologie nemocných a telesne oslabených. IKAR.
Vágnerová, M., Hadj-Moussová, Z., & Štech, S. (2004). Psychologie handicapu. Karolinum.

Recommended readings:

Heretik, A. et al. (2007). Klinická psychológia. Psychoprof.
Jakabčic, I., Požár, L. (1995). Všeobecná patopsychológia. Patopsychológia mentálne postihnutých. IRIS.
Marini, I., Glover-Graf, N. M., & Millington, M. J. (2012). Psychosocial Aspects of Disability: Insider Perspectives and Strategies for Counselor.Springer Publishing Company.
Požár, L. (1996). Psychológia osobnosti postihnutých. Univerzita Komenského.
Požár, L. (2007). Základy psychológie ľudí s postihnutím. Typi universitatis a VEDA SAV.
Šmidová, M. (2012). Sociálna práca s osobami so zdravotným postihnutím. Dobrá kniha.
Švancarová, I. (2000). Mentální retardace. Portál.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 29

A	ABS	B	C	D	E	FX
37,93	0,0	48,28	6,9	6,9	0,0	0,0

Lecturers: doc. PhDr. Mária Glasová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde025/22	Psychology of individuals with visual impairment

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
2 hours seminar; total 22 hours per semester, combined method (mostly by attendance)
Student workload:
11 x 2 hours of direct teaching = 22 hours, 13 hours preparation of a seminar paper in the form of a Power Point based on the assigned topic, 20 hours exam preparation. Total 55 hours of work.
Teaching methods:
lecture, instruction, discussion on a selected topic, structured role-play, case studies, brainstorming.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde010/22 - General pathopsychology

Recommended prerequisites:
B-PSYde010 – General pathopsychology

Course requirements:
100% of the interim evaluation
The interim assessment consists of a seminar paper and a written knowledge test. For successful completion of the course, it is necessary to obtain at least 60 % of the points.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required)
For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks.
For a grade B, the student must have very good theoretical knowledge, be able to evaluate and critically analyse it, have moderate weaknesses in the use of knowledge in practically set tasks.
For a grade C, the student must have good theoretical knowledge, moderate deficiencies in evaluating and critically analysing it, moderate deficiencies in using the knowledge in practically set tasks.

For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks).
For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, major deficiencies in the use of knowledge in practically set tasks.
FX - the student has not sufficiently met the requirements for the course and extra work is required.
Scale of assessment (preliminary/final): 100% of the interim evaluation

Learning outcomes:
The aim is to understand the patterns of cognitive, emotional and social development of individuals with visual impairment.
Graduate:
- applies pedagogical and psychological interventions in accordance with knowledge of the cognitive and psychosocial development of individuals with visual impairments,
- differentiates the appropriate form of educational environment for a specific person with visual impairment,
- has acquired basic interpersonal and communication competences for persons with visual impairment,
- can understand, name and analyse the development of an individual with a visual impairment on the basis of anamnestic data,
- knows and is able to use appropriate psychological methods for research purposes and psychodiagnostics of persons with visual impairment,
- can critically evaluate research and studies in the field,
- applies his/her empathy as a tool for pedagogical and psychological support,
- acts in the pedagogical and psychological process without positive and negative prejudices.

Class syllabus:
1. Definition of basic terms - typology of visual impairment.
2. Attitudes and prejudices.
3. Cognitive processes (cognitive development, moral development, imagination, memory, emotional experience, attention, motivation.
4. Family background and its impact on the individual with visual impairment.
5. Diagnostic and research methods.
6. Communication and its specifics in persons with visual impairment.
7. Assisting persons with visual impairment.

Recommended literature:
Compulsory readings:
Kimplová, T. (2010). Ztráta zraku. Úvod do psychologické problematiky. Ostravská univerzita v Ostrave.
Požár, L. (2012). Základy psychológie ľudí so zrakovým postihnutím. Z-F Lingua.
Recommended readings:
Čajka, K. (2008). Základy pedagogiky zrakovo postihnutých. Katolícka univerzita.
Lopúchová, J. (2008). Pedagogika zrakovo postihnutých (Vybrané kapitoly). MABAG.
Požár, L. (2007). Základy psychológie ľudí s postihnutím. Typi Universitatis Tyrnaviensis.
Únia nevidiacich a slabozrakých Slovenska. (2021). Dostupné na: https://unss.sk/

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 24

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

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde026/22	Religion systems

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

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde026/22	Religion systems

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

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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: 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde025/22	Situational 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: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde025/22	Situational 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: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde018/22	**Course title:** Social antrophology
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 Seminar, 2 hours weekly/22 hours per semester, blended learning (mainly face-to-face learning) Student workload: 22 hours of face-to-face learning, 20 hours for preparation for midterm test, 18 hours to work on written assignment. Total 60 hours Teaching methods: problem-based interpretation and discussion of the topics covered.	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: I.	
Prerequisites:	
Course requirements: Weighting of continuous/final evaluation: 100/0 The continuous evaluation includes a written assignment on school ethnography (40% of the grade) and a midterm test (60% of the grade). To pass the course, a minimum of 60% of the total score is required. Grading Scale: A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to an A grade. Note: The score or percentage of the written assignment reflects the degree to which the student's work on the written assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to a grade of B. C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to a C grade.	

D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to expand the knowledge of human beings acquired in other courses to include a sociocultural dimension. It will provide the student with a basic understanding of human sociocultural development as it has taken place in time. He will know the essential connections between the nature of man, the nature of human society and the nature of culture. The student will know the factors maintaining the social cohesion and cultural identity of pre-industrial societies as well as the factors responsible for their persistence over time. The knowledge acquired will enable the student to critically assess those concepts of social reality that are based on anthropocentric postulates. The student will be able to operationalise the knowledge acquired to the conditions of his own society and to the conditions of the school environment. The student will also become acquainted with the basic knowledge of the social and cultural realities of cultural minority groups living in our geographical area. From this perspective, social anthropology can be seen as a valuable contribution to multicultural education. Exposure to the life of other cultures based on different normative orders and worldviews is expected to have a significant preventive effect against various forms of tribalism, ethnocentrism, cultural imperialism, racism and xenophobia.

Class syllabus:
The subject of social anthropology and the benefits of social anthropological knowledge for human civic life. Its place in the system of anthropological sciences. Subdisciplines of social anthropology. Differences in the understanding of society in social anthropology, sociology, social philosophy and sociobiology. Common features (cultural universals) and differences between different developmental types of societies (archaic, traditional, modern society and its successor forms). Key events that led to their demarcation. An analysis of the emotional, normative, relational, behavioural, power, economic and linguistic aspects of the integrity of these types of societies. The regulatory function of culture. The importance of tradition in maintaining the social cohesion of non-industrialized societies. Important figures, methods, trends and schools in social anthropology.

Recommended literature:
SOUKUP, M. (2020) Základy kulturní antropologie. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-186-1.
Recommended readings:
SOUKUP, M. (2019) Antropologie. Teorie, koncepty a osobnosti. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-355-1.
KANOVSKÝ, M. 2004. Kultúrna a sociálna antropológia. Osobnosti a teórie. Bratislava: Chronos, 249 s. ISBN 80-89027-10-5.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 195

A	ABS	B	C	D	E	FX
27,18	0,0	20,51	29,74	14,36	3,08	5,13

Lecturers:

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde018/22	**Course title:** Social antrophology
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 Seminar, 2 hours weekly/22 hours per semester, blended learning (mainly face-to-face learning) Student workload: 22 hours of face-to-face learning, 20 hours for preparation for midterm test, 18 hours to work on written assignment. Total 60 hours Teaching methods: problem-based interpretation and discussion of the topics covered.	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Weighting of continuous/final evaluation: 100/0 The continuous evaluation includes a written assignment on school ethnography (40% of the grade) and a midterm test (60% of the grade). To pass the course, a minimum of 60% of the total score is required. Grading Scale: A 100-91%, well done - excellent results. In the didactic test, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to an A grade. Note: The score or percentage of the written assignment reflects the degree to which the student's work on the written assignment is consistent with the criteria published in the assignment. The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. Both the test and the written assignment are designed to verify the specified learning outcomes. B 90-81%, very good - above average standard. In the didactic test, the student has demonstrated a level of knowledge (extent of acquired knowledge and mobilised cognitive abilities) which, in terms of points or percentage, together with the grade (percentage) of the written assignment, corresponds to a grade of B. C 80-73%, good - normal reliable work. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to a C grade.	

D 72-66%, satisfactory - acceptable performance. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the grade (percentage) of the intermediate task, corresponds to a D.
E 65-60%, sufficient. In the didactic test, the student has demonstrated a level of knowledge (range of knowledge acquired and cognitive abilities mobilised) which, in terms of points or percentages, together with the grade (percentage) of the written assignment, corresponds to an E.
Fx 59-0%, Inadequate. The student has not met the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to expand the knowledge of human beings acquired in other courses to include a sociocultural dimension. It will provide the student with a basic understanding of human sociocultural development as it has taken place in time. He will know the essential connections between the nature of man, the nature of human society and the nature of culture. The student will know the factors maintaining the social cohesion and cultural identity of pre-industrial societies as well as the factors responsible for their persistence over time. The knowledge acquired will enable the student to critically assess those concepts of social reality that are based on anthropocentric postulates. The student will be able to operationalise the knowledge acquired to the conditions of his own society and to the conditions of the school environment. The student will also become acquainted with the basic knowledge of the social and cultural realities of cultural minority groups living in our geographical area. From this perspective, social anthropology can be seen as a valuable contribution to multicultural education. Exposure to the life of other cultures based on different normative orders and worldviews is expected to have a significant preventive effect against various forms of tribalism, ethnocentrism, cultural imperialism, racism and xenophobia.

Class syllabus:
The subject of social anthropology and the benefits of social anthropological knowledge for human civic life. Its place in the system of anthropological sciences. Subdisciplines of social anthropology. Differences in the understanding of society in social anthropology, sociology, social philosophy and sociobiology. Common features (cultural universals) and differences between different developmental types of societies (archaic, traditional, modern society and its successor forms). Key events that led to their demarcation. An analysis of the emotional, normative, relational, behavioural, power, economic and linguistic aspects of the integrity of these types of societies. The regulatory function of culture. The importance of tradition in maintaining the social cohesion of non-industrialized societies. Important figures, methods, trends and schools in social anthropology.

Recommended literature:
SOUKUP, M. (2020) Základy kulturní antropologie. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-186-1.
Recommended readings:
SOUKUP, M. (2019) Antropologie. Teorie, koncepty a osobnosti. Praha: Nakladatelství Pavel Mervart. ISBN 978-80-7465-355-1.
KANOVSKÝ, M. 2004. Kultúrna a sociálna antropológia. Osobnosti a teórie. Bratislava: Chronos, 249 s. ISBN 80-89027-10-5.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 195

A	ABS	B	C	D	E	FX
27,18	0,0	20,51	29,74	14,36	3,08	5,13

Lecturers: doc. PhDr. Branislav Malík, CSc.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde030/22	Social pathology

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

Type, volume, methods and workload of the student - additional information
2 hours seminar/week; total of 22 hours per semester, combined form (mostly face-to-face education)
Student workload: 11 x 2 hours of live teaching = 22 hours; 16 hours preparation of seminar paper and ppt presentation; 22 hours preparation for mid-term assessment. Total 60 hours of student work.
Teaching methods:
lecture, group discussion, conversation, guided discussion of the topic, guided self-study and work with the text.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
100% continuous assessment
Students are required to complete a mid-term paper and present the paper to their classmates (40 points) and pass a mid-term test (60 points) for a total of 100 points. The prerequisite for successful completion of the course is obtaining a minimum of 60% of the maximum possible course grade.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good – above-average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, marginal performance - results fulfil the minimum criteria),
Fx (59-0%, inadequate - additional work required)
For a grade of A, the student is required to demonstrate excellent accuracy and active critical and creative reflection on the knowledge of the field of social pathology, including its meaningful integration with the knowledge of their field of study as well as other disciplines. Demonstrate the ability to have a good understanding of the principles, guidelines, and methods of therapeutic-educational support. Also, in identifying client needs and resources as well as means of assistance.
A grade of B indicates that the student reflects critically on the knowledge of the field of social pathology, including its meaningful integration with the knowledge of their field of study as well as other disciplines, in a reasonably good manner. Demonstrates the ability to be very knowledgeable about the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as means of assistance.

A grade of C will be awarded if the student is able to critically reflect well on the knowledge of the field of social pathology, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student has demonstrated the ability to be well versed in the principles, guidelines, and methods of therapeutic educational assistance, identification of client needs and resources as well as means of assistance.
A grade of D indicates that the student has limited, moderately critical reflection on the knowledge of the field of social pathology, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student demonstrates the ability to satisfactorily navigate the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as the means of assistance.
A grade of E will be given if the student reflects critically on the knowledge of the field of social pathology to a limited extent. The student has difficulty understanding and navigating the principles, guidelines, and methods of therapeutic-educational assistance, identification of client needs and resources, and means of assistance.
The Fx evaluation requires further study and work by the student.
Scale of assessment (preliminary/final): 100% continuous assessment

Learning outcomes:
The aim is to be able to orientate oneself in the issue of social pathological phenomena, to know their causes, and their consequences on the individual and to be able to implement preventive measures to eliminate them.
After successful completion of the course, students will gain an overview of basic theoretical knowledge about selected negative social phenomena, their prevalence in the population, causes, consequences, prevention, correction and also the links between them. They will be able to analyse socio-pathological phenomena, acquire competence for professional intervention in the field and be able to implement preventive measures to eliminate socio-pathological phenomena in society. Furthermore, students will develop analytical and active thinking when working with an assigned professional text, they will be able to compare and evaluate information.

Class syllabus:
1. Social pathology - definition of basic terms.
2. Pathology of the family
3. CAN syndrome
4. Crime and delinquency
5. Drugs and drug addiction
6. Non-substance addictions- pathological gambling, internet, computer and the others
7. Eating disorders
8. Bullying, cyberbullying, cybergrooming
9. Prostitution
10. Self-harm - suicidality
11. Victims and perpetrators of violence - human trafficking, domestic violence, stalking, workplace violence, etc.

Recommended literature:
Compulsory/Recommended readings:
Ondrejkovič, P. et al. (2009). Sociálna patológia. VEDA.
Recommended literature:
Černá, A. (2013). Kyberšikana. Grada.
Divínová, R. (2005). Cybersex. Forma internetové komunikace. Triton.
Fischer, S., & Škoda, J. (2009). Sociální patologie. Analýza příčin a možnosti ovlivňovaní závažných sociálně patologických jevů. Grada.

Hardy, M., & Hroncová, J. (2004). Sociálna patológia. Pedagogická fakulta UMB.
Mühlpachr, P., & Dudášová, T. (2011). Sociální patologie rodiny. Institut mezioborových studií.
Smetanová, D. (2014). Rizikové správanie detí a mládeže v kyberpriestore. In: Współczesne problemy profilaktyki szkolnej i rodzinnej. Wydawnictwo scriptum.
Smetanová, D. (2018). Mám sa báť? Virtuálny priestor ako potencionálne riziko pre deti a mládež. In: Sociálne prostredie ako (ne)výchovný činiteľ . Univerzita Komenského v Bratislave.
Vančová, A., Kečkéšová, M., & Smetanová, D. (2017). Ochrana práv dieťaťa a rodiny v Slovenskej republike rámcovaná platnou legislatívou. Slovak education publishing.

Languages necessary to complete the course:
Slovak and Czech

Notes:

Past grade distribution
Total number of evaluated students: 5

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

Lecturers:

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde007/22	Social psychology

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
1 hour lecture + 1 hour seminar per week; a total of 22 hours per semester in combined form (primarily full-time).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 15 hours of preparation for the midterm test; 25 hours of preparation for the midterm assessment (group work + reflective diary), 10 hours of preparation for the tasks carried out in the seminars, 28 hours of preparation for the final test and oral examination. Total 100 hours of work.
Teaching methods: lecture with multimedia support, dialogical and discussion methods, psychological games, demonstration, critical analysis of psychological theory, methods of working with text (work with information sources) analysis of case studies, reflective diary.

Number of credits: 4

Recommended semester: 2.

Educational level: I.

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

Recommended prerequisites:
B-PSYde001 General psychology

Course requirements:
50% of continuous assessment + 50% of final assessment
The interim assessment includes a midterm test (30% of the grade), group work (elaboration and presentation of assigned social psychological research in a study group, 15% of the grade) and its reflection (5%). The final assessment includes a final test (30% of the mark) and an oral examination (20% of the mark). The oral examination is conducted in smaller groups and takes the form of an analysis of case studies or questions focusing on the field of social psychology. Credit will not be awarded to a student who scores less than 50% on any of the assignments. A minimum score of 60% is required to pass the course.
Grades are awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - additional work required).
At grade A, the student knows and reflects on both the knowledge and key frameworks of social psychology, including their integration with knowledge from other related disciplines, is well versed in current developments in the discipline, and applies the knowledge gained meaningfully, critically, and creatively in evaluating and influencing group events from the perspective of the individual and the group, as well as specifically in relation to the future target group (the school classroom).
At grade B, the student knows and reflects on the knowledge and frameworks of social psychology, including their integration with the knowledge of other related disciplines, is very well oriented in the current development of the discipline, almost always meaningfully and creatively applies the acquired knowledge in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (the school class).
A grade of C is awarded if the student predominantly knows and reflects on both the knowledge and key frameworks of social psychology, understands the interdisciplinary contexts, and can apply them correctly in most cases in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (school class).
A grade of D will be awarded if the student knows both the knowledge and key frameworks of social psychology at an average level, understands the interdisciplinary contexts, and applies the acquired knowledge with greater guidance in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (school classroom).
In assessment E, the student has a relatively limited but sufficient knowledge and understanding of social psychology, at least partially understands the interdisciplinary context, can apply the knowledge at least at a minimal level in evaluating and influencing group events from the perspective of the individual and the group, but also specifically in relation to the future target group (school class).
A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 50% of continuous assessment + 50% of final assessment

Learning outcomes:
The aim of the course is to enable students to gain a basic overview of theories and knowledge in social psychology (which is part of the core disciplines of psychology) and to acquire the ability to work critically with knowledge from this field. It is also an important foundation for further study and success in the teaching profession.
Upon completion of the course, the student will be able to:
- define and explain basic social-psychological mechanisms and phenomena as well as basic social-psychological experiments and their aspects,
- identify social-psychological mechanisms and phenomena in their everyday life and in their functioning in different social groups as well as in the school classroom from the perspective of educational practice,
- critically assess the impact of the cultural and social environment on the individual (or group),
- recommend practices leading to changes in areas such as social perceptions, attitudes, modes of communication or group phenomena,
- give practical examples of these phenomena in the school environment, but also in the family environment or in related disciplines (health, management, marketing, etc.).

Class syllabus:
1. Introduction to the study of social psychology: the subject, methods, and history of social psychology.
2. Socio-cultural determination of the psyche: man, society and culture.

3. Socialization of the individual: definition and nature of socialization, means and methods of socialization, theories of socialization.
4. Social cognition: perception of others, interpersonal attraction, determinants influencing impression formation, attribution theories.
5. Social communication: definition, communication process, nonverbal communication (gestures, facial expressions, spatial location, movements, touching, paralinguistics), verbal communication, lying or manipulating reality as part of communication.
6. Attitudes: definition, functions and structure of attitudes, formation and change of attitudes, measurement of attitudes.
7. Social groups: classification and characteristics of social groups, group influence, group structure and development, group dynamics, group performance, the school classroom as a social group.
8. Social interaction: social facilitation and idleness, conformity, obedience, group processes (group polarization, communication, thinking), competence, cooperation, leadership.
9. Social behaviour: social norm, prosocial behaviour, aggressive behaviour, mob behaviour, conflict.
10. Practical application of social psychology: application of social psychology, social psychological personality problems of male and female teachers, social psychological training, social psychology, and mental health.

Recommended literature:

Compulsory readings:

Masaryk, R. (2013). Medzi človekom a ľuďmi. IRIS.
Nolen-Hoeksema, S., Fredrickson, L. B., Loftus, G. R., & Wagenaar, W. A. (2012). Psychologie Atkinsonové a Hilgarda. 3. aktualizované vydání. Portál. (Kapitola: Sociální chování).

Recommended readings:

Bačová, V. (2009). Súčasné smery v psychológii. Veda.
Hayesová, N. (2011). Základy sociálnej psychológie. Portál.
Jursová Zacharová, Z., Lemešová, M., Miškolci, J., Cabanová, K., Horváthová, L., & Sokolová, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Univerzita Komenského.
Lemešová, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, 146-168.
Petrík, J., & Popper, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.
Petrík, J., Uhrecký, B., Popper, M., & Nôtová, L. (2021). Coworking with Roma: Exploration of Slovak majority's cooperation intention using content analyses and networks of free association. Human Affairs, 31(2), 194-211.
Sollárová, E., Slaměník, I., & Výrost, J. (2019). Sociální psychologie. Teorie, metody, aplikace. Grada.
Vybíral, Z. (2015). Lži, polopravdy a pravda v lidské komunikaci. Portál.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Past grade distribution
Total number of evaluated students: 196

A	ABS	B	C	D	E	FX
22,96	0,0	36,73	23,98	6,63	6,12	3,57

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde003/22	Social-psychological training I.

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
Scope, type/method of teaching and organizational form:
Practical training, 22 hours per semester, combined form (primarily full-time)
Student workload:
22 hours of direct teaching; 12 hours of preparation before the training; 2 hours devoted to reflection on the events of the training after its completion; 14 hours of self-study on the subject. 50 hours of work in total.
Teaching methods:
The methodological framework consists of active social and experiential learning (dialogical and discussion methods, didactic, psychological, and cooperative games, self-discovery techniques, staging methods, reflective essay).

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
100% pass mark
The continuous assessment includes the evaluation of the completion of ongoing tasks and assignments, which are carried out in individual or group form in the pre-, during and post-training phases. Before the training, the interim assessment consists of three assignments (reflective essay on the expectations associated with the self-awareness training = 10%; work with tests and questionnaires = 10%; self-awareness development exercise = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to enable, in particular, the development of the intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-plays, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
To pass the course, a minimum score of 60% is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),

D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
For an A grade, the student is very actively involved in the activities and shows interest and effort to develop his/her competences, seeks original and creative solutions to the tasks set, reflects on the emerging changes that the training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
B grade means that the student is very well actively involved in the individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
A C grade is awarded if the student is generally actively involved in the activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects the emerging changes brought by the training only to a certain extent, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
Grade D means that the student is involved in individual activities to a limited but at the same time still acceptable extent and shows only sporadic interest and effort to develop his/her competences, often only with external help looking for original and creative solutions to the tasks set, he/she cannot adequately reflect the emerging changes that the training brings, he/she is more passive and more like a marginal member of the training group although actively expressing his/her own opinion.
The grade E is given to a student who behaves passively and is minimally involved in individual activities, does not show interest and effort to develop his/her competences, relies on the group to find original and creative solutions to the set tasks, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The Fx grade is given exceptionally, most often due to non-participation in the training and failure to complete the set intermediate tasks, non-cooperation, refusal to take a position on the required topics and to express his/her own opinion.
Scale of assessment (preliminary/final): 100% pass mark

Learning outcomes:
The aim of the course Social-psychological training I. is to motivate and practically develop self-knowledge and self-reflection of psychology teacher of education of students. It is based on the model of social-psychological competencies (essential for success in the teaching profession in general), in which competencies are developed in three dimensions - knowledge and awareness (the expertise that an individual possesses in a given area and the meaning that he/she attaches to this knowledge), attitudes and beliefs (influencing responses in specific educational situations), and skill (specific ways of behaving).
Upon completion of the course, the student:
- recognizes the importance of self-knowledge and personal development in teaching practice,
- is able to evaluate his/her strengths and weaknesses (level of his/her competences), their impact on the practice of the future profession and motivate himself/herself for further growth,
- can identify his/her priorities and name the areas/persons/things that he/she perceives as personally important,
- is aware of key moments in his/her life so far and name expectations in relation to the future profession,
- gains experience of active social and experiential learning through experiential activities,

- can apply specific techniques and activities in group work.

Class syllabus:
1. Basic characteristics and introduction of social-psychological training as a method of personality development.
2. Definition of the concept of self-knowledge (process, methods, impacts and problems).
3. Intrapersonal competences of an individual (self-knowledge, self-assessment, self-reflection, self-
acceptance).
4. Interpersonal competences of the individual (social perception, active listening, verbal and non-verbal communication skills, conflict resolution).
5. Socially inclusive competences of the individual (sensitivity to otherness, empathy, acceptance, adaptation).
6. The place of self-knowledge and reflection in teaching.

Recommended literature:
Compulsory readings:
Kolařík, M. (2019). Interakční psychologický výcvik. Grada.
Recommended readings:
Hamranová, A. (2013). Sociálno-psychologický výcvik v príprave učiteľov (metodické pokyny). In: Sokolová, L. et al. (eds.): Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013. s. 33-36. Dostupné online: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf
Hermochová, S. (2006). Teambuilding. Grada.
Komárková, R. Slaměník, I., & Výrost, J. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.
Kuneš, D. (2009). Sebepoznání. Portál.
Lemešová, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie.
Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Languages necessary to complete the course:
Slovak and Czech

Notes:
The subject is implemented in a block.

Past grade distribution
Total number of evaluated students: 218

A	ABS	B	C	D	E	FX
91,28	0,0	0,46	0,0	0,0	0,0	8,26

Lecturers: PaedDr. Anežka Hamranová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde035/22	Social-psychological training II.

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

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde035/22	Social-psychological training II.

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

Number of credits: 2

Recommended semester: 1., 3., 5.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers:

Last change:

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde014/22	Social-psychological training for citizenship education

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Practicum, 26 hours per semester, combined method (primarily full-time)
Student workload:
26 hours of direct teaching; 12 hours of preparation before the training; 2 hours devoted to reflection on the events of the training after its completion; 10 hours of self-study on the subject. 50 hours of work in total.
Teaching methods: the methodological framework consists of active social learning and experiential learning (dialogical and discussion methods, didactic, psychological and cooperative games, self-discovery techniques, staging methods, reflective essay), e-learning (Moodle).

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the interim evaluation consists of three tasks (preparation of the self-presentation = 10%; development of criteria for quality of life assessment = 10%; self-perception development exercise = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to enable the development of the full range of social-psychological competences necessary for the exercise of the teaching profession (50%), e.g. interpersonal or social-inclusive. After the training, the continuous evaluation consists of structured feedback on the events in the training group and the development of own competences (20%).
To pass the course, a minimum score of 60% is required.
The assessment is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - additional work required)
For a grade of A, the student completed all assignments given before and immediately after the training. During the course of the training he/she actively participates in the activities and shows interest and effort to develop his/her own social-psychological competences and civic competences, seeks original and creative solutions to the tasks set, reflects on the emerging changes brought by the training, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of B means that the student has completed all the tasks set before and immediately after the training. During the training, the student is actively involved in individual activities and shows interest and effort to develop his/her own social-psychological and civic competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of C will be awarded if the student has completed all the tasks set before and immediately after the training. At the same time, he/she is usually actively involved in individual activities, shows interest and effort in developing some of his/her social-psychological and civic competences, makes little use of his/her personality assumptions in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by the training, manifests himself/herself as a full-fledged member of the training group, and actively expresses his/her own opinion.
A grade of D means that the student has completed at least half of the tasks set before and immediately after the training. The student has limited involvement in individual activities and shows only sporadic interest and effort to develop his/her competences, often only with external help looking for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a peripheral member of the training group, although actively expressing his/her own opinion.
A grade of E will be awarded to a student who has completed only some of the tasks set before and immediately after the training. The student behaves passively and is minimally involved in individual activities, shows no interest and effort to develop his/her competences, relies on the group to find original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by the training, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The Fx grade is given exceptionally, most often due to non-participation in training and failure to complete the set training tasks, non-cooperation, refusal to take a stand on the required topics and to express his/her own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The main aim of the course Social Psychological Training for Education for Citizenship is to develop the whole spectrum of social psychological competences of students, with particular emphasis on the area of self-knowledge, knowledge of others, cooperation and acceptance of difference in society. All training activities have an overlap towards the development of students' civic competences.
The student after completing the course:
- is aware of his/her values and attitudes and is able to compare them with the values and attitudes essential for life in a democratic society,
- is able to detect stereotypes and prejudices in the perception of the world from a global and local perspective,
- perceive and realise the importance of accepting difference and the importance of tolerance and human rights,

- can link themes of personal development and self-knowledge with themes of civic participation, social and environmental responsibility and decision-making,
- is aware of the importance of self-knowledge and personal development in teaching practice.

Class syllabus:

1. Self-knowledge and cognition of others (social-psychological mechanisms of social cognition and the most common mistakes).
2. Development of one's own social-psychological competences and their overlap into the field of civic competences (one's own competence model, strengths and weaknesses).
3. Own identity and the identity of others (self as a personality).
4. Value and attitudinal orientation in relation to the natural and social environment (self as a result of the natural, social and cultural environment).
5. Acceptance, tolerance and respect for the diversity of different countries, nations and ethnicities (self and others).
6. World culture - blurring of boundaries, local traditions or regional differences.

Recommended literature:

Hermochová, S. (2006). Teambuilding. Grada.
Komárková, R. Slaměník, I., & Výrost, J. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.
Kuneš, D. (2009). Sebepoznání. Portál.
Lemešová, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie.
Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 307

A	ABS	B	C	D	E	FX
93,49	0,0	0,0	0,0	0,0	0,0	6,51

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde014/22	Social-psychological training for citizenship education

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form:
Practicum, 26 hours per semester, combined method (primarily full-time)
Student workload:
26 hours of direct teaching; 12 hours of preparation before the training; 2 hours devoted to reflection on the events of the training after its completion; 10 hours of self-study on the subject. 50 hours of work in total.
Teaching methods: the methodological framework consists of active social learning and experiential learning (dialogical and discussion methods, didactic, psychological and cooperative games, self-discovery techniques, staging methods, reflective essay), e-learning (Moodle).

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim and final marks: 100/0
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the interim evaluation consists of three tasks (preparation of the self-presentation = 10%; development of criteria for quality of life assessment = 10%; self-perception development exercise = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to enable the development of the full range of social-psychological competences necessary for the exercise of the teaching profession (50%), e.g. interpersonal or social-inclusive. After the training, the continuous evaluation consists of structured feedback on the events in the training group and the development of own competences (20%).
To pass the course, a minimum score of 60% is required.
The assessment is awarded on a scale:
A (100-91%, excellent - outstanding),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),

Fx (59-0%, inadequate - additional work required)
For a grade of A, the student completed all assignments given before and immediately after the training. During the course of the training he/she actively participates in the activities and shows interest and effort to develop his/her own social-psychological competences and civic competences, seeks original and creative solutions to the tasks set, reflects on the emerging changes brought by the training, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of B means that the student has completed all the tasks set before and immediately after the training. During the training, the student is actively involved in individual activities and shows interest and effort to develop his/her own social-psychological and civic competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
A grade of C will be awarded if the student has completed all the tasks set before and immediately after the training. At the same time, he/she is usually actively involved in individual activities, shows interest and effort in developing some of his/her social-psychological and civic competences, makes little use of his/her personality assumptions in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by the training, manifests himself/herself as a full-fledged member of the training group, and actively expresses his/her own opinion.
A grade of D means that the student has completed at least half of the tasks set before and immediately after the training. The student has limited involvement in individual activities and shows only sporadic interest and effort to develop his/her competences, often only with external help looking for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a peripheral member of the training group, although actively expressing his/her own opinion.
A grade of E will be awarded to a student who has completed only some of the tasks set before and immediately after the training. The student behaves passively and is minimally involved in individual activities, shows no interest and effort to develop his/her competences, relies on the group to find original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by the training, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The Fx grade is given exceptionally, most often due to non-participation in training and failure to complete the set training tasks, non-cooperation, refusal to take a stand on the required topics and to express his/her own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The main aim of the course Social Psychological Training for Education for Citizenship is to develop the whole spectrum of social psychological competences of students, with particular emphasis on the area of self-knowledge, knowledge of others, cooperation and acceptance of difference in society. All training activities have an overlap towards the development of students' civic competences.
The student after completing the course:
- is aware of his/her values and attitudes and is able to compare them with the values and attitudes essential for life in a democratic society,
- is able to detect stereotypes and prejudices in the perception of the world from a global and local perspective,
- perceive and realise the importance of accepting difference and the importance of tolerance and human rights,

- can link themes of personal development and self-knowledge with themes of civic participation, social and environmental responsibility and decision-making,
- is aware of the importance of self-knowledge and personal development in teaching practice.

Class syllabus:

1. Self-knowledge and cognition of others (social-psychological mechanisms of social cognition and the most common mistakes).
2. Development of one's own social-psychological competences and their overlap into the field of civic competences (one's own competence model, strengths and weaknesses).
3. Own identity and the identity of others (self as a personality).
4. Value and attitudinal orientation in relation to the natural and social environment (self as a result of the natural, social and cultural environment).
5. Acceptance, tolerance and respect for the diversity of different countries, nations and ethnicities (self and others).
6. World culture - blurring of boundaries, local traditions or regional differences.

Recommended literature:

Hermochová, S. (2006). Teambuilding. Grada.
Komárková, R. Slaměník, I., & Výrost, J. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.
Kuneš, D. (2009). Sebepoznání. Portál.
Lemešová, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0. Slovenská asociácia pre učiteľstvo psychológie.
Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 307

A	ABS	B	C	D	E	FX
93,49	0,0	0,0	0,0	0,0	0,0	6,51

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde009/22	**Course title:** Sociology
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 Lecture+Seminar, 2 hours/week, i.e. 22 hours in total per semester, combined (mostly full-time) Student workload: 22 hours of direct teaching, 15 hours of preparation and processing of intermediate assignments, 15 hours of seminar preparation, 55 hours of test preparation, 13 hours of guided self-study = 120 hours in total Teaching methods: lecture combined with discussion, work with technical text, group work, guided self-study (e-learning, problem solving and assignments)	
Number of credits: 4	
Recommended semester: 4.	
Educational level: I.	
Prerequisites:	
Course requirements: The course is completed by examination, the weight of the intermediate and final assessment is 50/50. Intermediate assessment includes 4-5 assignments focused on working with a professional text using the moodle e-learning environment (50% of the assessment). In order to participate in the final assessment, all interim assignments must be handed in. The final assessment during the exam period includes a final test (50% of the assessment, a minimum of 40% of the maximum score is required to pass the test). The grade is awarded on a scale: A 100-94%, excellent - outstanding results; students have performed well, their theoretical knowledge of sociology is at an excellent level, they have a standard ability to apply knowledge, critically evaluate and compare literary sources in sociology, they hand in intermediate assignments on time, they have passed the test at an excellent level. B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of sociology is at a very good level, they have a good ability to apply knowledge, critically evaluate and compare literary sources at a very good level, they usually hand in intermediate assignments on time, they passed the test at a very good level. C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of sociology is at a good level, but they lack the ability to apply this knowledge, critically	

evaluate and compare literary sources and knowledge of sociology, they passed the test at a good level.
D 75-68%, satisfactory - acceptable results; students were less prepared during the semester, turning in midterm assignments after the assignment due date. Slightly deficient in sociology theory, unable to process information analytically, took the test at a satisfactory level.
E 67-60%, Satisfactory - Results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in sociological theory, they cannot process information analytically and critically, they took the test at a satisfactory level.
Fx 59-0%, insufficient - additional work required, extra study
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Educational Objective:
Students will gain an overview of basic sociological concepts and theories. The course also aims to show, in the context of contemporary sociological thought, the connection between the biographical experience of individual actors and the historical dynamics of the institutional structures of society. Students will become familiar with the social aspects of relationships, institutions and social life.
Learning Outcomes:
The course will introduce students to the key concepts of sociology. Selected topics include understanding sociology as a form of knowledge, issues of people and society, social change, and power structures. At the end of the course, students will become familiar with the basic methods of sociological research, gain competence in reading research reports with comprehension, and become familiar with statistical concepts, graphs and tables. They will be able to look at changes in society through the lens of sociological vision.

Class syllabus:
1. Introduction to the subject - What is sociology, what is it concerned with and how can sociology be useful to us, sociological theories.
2. Culture, society and the individual. Types of societies. Social interaction in everyday life. Symbols, language of culture and religion.
3. Socialization - Gender and sexuality - gender differences (nature vs. culture), socialization by gender, gender identity and sexuality, human sexuality. Body and society, ageing.
4. Stratification, class structure of society, ethnicity. Class inequalities, prejudice and discrimination, poverty and inequality.
5. Work and economic life - paid and unpaid work, women in the workforce. Modern organisations, bureaucracy.
6. Governments, political power and war. Revolution and social movements. Social control, social deviance and crime.
7. Mass media and popular culture
8. Sociological research methods, results and data interpretation.

Recommended literature:
Compulsory readings:
Baumann, Z. (2010). Myslet sociologicky. Praha: SLON.
Jandourek, J. (2003). Úvod do sociologie. Praha: Portál.
Recommended readings:
Giddens, A. (2013). Sociologie. Praha: Argo.
Keller, J. (2012). Úvod do sociologie. Praha: SLON.
Kol. autorov. (2009). Stručný prehľad sociológie. Bratislava: Enigma.
Malík, B. (2021). Sociálna filozofia. Bratislava: Iris.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 288

A	ABS	B	C	D	E	FX
63,89	0,0	21,88	5,21	3,13	1,74	4,17

Lecturers: Mgr. Katarína Minarovičová, PhD., doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde009/22	**Course title:** Sociology
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 Lecture+Seminar, 2 hours/week, i.e. 22 hours in total per semester, combined (mostly full-time) Student workload: 22 hours of direct teaching, 15 hours of preparation and processing of intermediate assignments, 15 hours of seminar preparation, 55 hours of test preparation, 13 hours of guided self-study = 120 hours in total Teaching methods: lecture combined with discussion, work with technical text, group work, guided self-study (e-learning, problem solving and assignments)	
Number of credits: 4	
Recommended semester: 3.	
Educational level: I.	
Prerequisites:	
Course requirements: The course is completed by examination, the weight of the intermediate and final assessment is 50/50. Intermediate assessment includes 4-5 assignments focused on working with a professional text using the moodle e-learning environment (50% of the assessment). In order to participate in the final assessment, all interim assignments must be handed in. The final assessment during the exam period includes a final test (50% of the assessment, a minimum of 40% of the maximum score is required to pass the test). The grade is awarded on a scale: A 100-94%, excellent - outstanding results; students have performed well, their theoretical knowledge of sociology is at an excellent level, they have a standard ability to apply knowledge, critically evaluate and compare literary sources in sociology, they hand in intermediate assignments on time, they have passed the test at an excellent level. B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of sociology is at a very good level, they have a good ability to apply knowledge, critically evaluate and compare literary sources at a very good level, they usually hand in intermediate assignments on time, they passed the test at a very good level. C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of sociology is at a good level, but they lack the ability to apply this knowledge, critically	

evaluate and compare literary sources and knowledge of sociology, they passed the test at a good level.
D 75-68%, satisfactory - acceptable results; students were less prepared during the semester, turning in midterm assignments after the assignment due date. Slightly deficient in sociology theory, unable to process information analytically, took the test at a satisfactory level.
E 67-60%, Satisfactory - Results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in sociological theory, they cannot process information analytically and critically, they took the test at a satisfactory level.
Fx 59-0%, insufficient - additional work required, extra study
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Educational Objective:
Students will gain an overview of basic sociological concepts and theories. The course also aims to show, in the context of contemporary sociological thought, the connection between the biographical experience of individual actors and the historical dynamics of the institutional structures of society. Students will become familiar with the social aspects of relationships, institutions and social life.
Learning Outcomes:
The course will introduce students to the key concepts of sociology. Selected topics include understanding sociology as a form of knowledge, issues of people and society, social change, and power structures. At the end of the course, students will become familiar with the basic methods of sociological research, gain competence in reading research reports with comprehension, and become familiar with statistical concepts, graphs and tables. They will be able to look at changes in society through the lens of sociological vision.

Class syllabus:
1. Introduction to the subject - What is sociology, what is it concerned with and how can sociology be useful to us, sociological theories.
2. Culture, society and the individual. Types of societies. Social interaction in everyday life. Symbols, language of culture and religion.
3. Socialization - Gender and sexuality - gender differences (nature vs. culture), socialization by gender, gender identity and sexuality, human sexuality. Body and society, ageing.
4. Stratification, class structure of society, ethnicity. Class inequalities, prejudice and discrimination, poverty and inequality.
5. Work and economic life - paid and unpaid work, women in the workforce. Modern organisations, bureaucracy.
6. Governments, political power and war. Revolution and social movements. Social control, social deviance and crime.
7. Mass media and popular culture
8. Sociological research methods, results and data interpretation.

Recommended literature:
Compulsory readings:
Baumann, Z. (2010). Myslet sociologicky. Praha: SLON.
Jandourek, J. (2003). Úvod do sociologie. Praha: Portál.
Recommended readings:
Giddens, A. (2013). Sociologie. Praha: Argo.
Keller, J. (2012). Úvod do sociologie. Praha: SLON.
Kol. autorov. (2009). Stručný prehľad sociológie. Bratislava: Enigma.
Malík, B. (2021). Sociálna filozofia. Bratislava: Iris.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 288

A	ABS	B	C	D	E	FX
63,89	0,0	21,88	5,21	3,13	1,74	4,17

Lecturers: Mgr. Katarína Minarovičová, PhD., doc. PhDr. Branislav Malík, CSc.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde020/22	Sociology of education 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
Seminar, 2 hours/week, i.e. a total of 22 hours per semester, combined method (mostly pre-sessional)
Student workload:
22 hours of direct instruction, 18 hours of processing of interim assignments, 10 hours of guided self-study, 50 hours total.
Teaching methods: lecture, work with professional text, guided self-study, discussion, group work

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
Includes about 6-8 intermediate tasks. Students will use the e-learning environment moodle. To pass the course, a minimum score of 60% is required. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (inadequate - extra work required).
Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Class syllabus:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and

education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Recommended literature:

HAVLÍK, R., KOŤA, J. Sociologie výchovy a školy. Praha : Portál, 2011. 176 s. ISBN 978-80-262-0042-0

ONDREJKOVIČ, P. Negatívne stránky individualizácie mládeže. PDF UK : Bratislava, 2000. ISBN 80-88868-60-2.

ONDREJKOVIČ, P. Socializácia v sociológii výchovy. Bratislava : Veda, 2004. 200 s. ISBN 80-224-0781-X.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
85,78	0,0	4,74	2,59	1,72	2,16	3,02

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde020/22	Sociology of education 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
Seminar, 2 hours/week, i.e. a total of 22 hours per semester, combined method (mostly pre-sessional)
Student workload:
22 hours of direct instruction, 18 hours of processing of interim assignments, 10 hours of guided self-study, 50 hours total.
Teaching methods: lecture, work with professional text, guided self-study, discussion, group work

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weighting of interim/final assessment 100/0
Includes about 6-8 intermediate tasks. Students will use the e-learning environment moodle. To pass the course, a minimum score of 60% is required. Grades are awarded on a scale of A (excellent - outstanding results), B (very good - above average standard), C (good - normal reliable work), D (satisfactory - acceptable results), E (adequate - results meet minimum criteria) and Fx (inadequate - extra work required).
Grading (ECTS): A: 100-91%, B 90-81%, C 80-73%, D 72-66%, E 65-60%, FX 59-0%.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Class syllabus:
Definition of sociology of education (sociology, definition and themes of social education, outline of development). Sociological approaches in the sociology of education (functionalist, interactionist, conflict). The relationship between society, education and education. Functions of upbringing and

education in society. Upbringing and education in relation to human socialization. Social and educational communication, school status and roles. The school as an organisation, an institution. Equality of opportunity in education, training and life. Youth and youth as a social phenomenon, youth subcultures, deviance and youth sexual behaviour. Youth organizations, state policy - youth care, youth participation in civil society.

Recommended literature:

HAVLÍK, R., KOŤA, J. Sociologie výchovy a školy. Praha : Portál, 2011. 176 s. ISBN 978-80-262-0042-0

ONDREJKOVIČ, P. Negatívne stránky individualizácie mládeže. PDF UK : Bratislava, 2000. ISBN 80-88868-60-2.

ONDREJKOVIČ, P. Socializácia v sociológii výchovy. Bratislava : Veda, 2004. 200 s. ISBN 80-224-0781-X.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 232

A	ABS	B	C	D	E	FX
85,78	0,0	4,74	2,59	1,72	2,16	3,02

Lecturers: Mgr. Katarína Minarovičová, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde012/22	Statistical methods and techniques

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours of classes per week; a total of 22 hours per semester, combined form (primarily on-site).
Student workload:
11 x 2 hours of direct teaching = 22 hours; 16 hours of preparation for the midterm test; 12 hours of individual work on statistical assignments. Total 50 hours of work.
Teaching methods:
lecture with multimedia support, dialogical and discussion methods, demonstration of analysis of a scientific text with a focus on statistical methods, simulation of the process of producing a statistical output, and instruction on basic statistical procedures and tests.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KPsPp/B-PSYde006/22 - Methodology of psychological research

Recommended prerequisites:
B-PSYde006 Methodology of Psychological Research

Course requirements:
100% of the interim assessment
The interim assessment includes a knowledge test (60% of the assessment) and a seminar paper (40% of the assessment). To pass the course, a minimum score of 60% is required. The seminar work consists of the submission of four seminar assignments (4 x10 points) consisting of the application of the acquired knowledge to a data set (description, inference, correlation, substantive significance). The test consists of a theoretical part focusing on basic statistical concepts and an application part working with a basic dataset.
The assessment is given on a scale:
A (100-94%, excellent - excellent results),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required
Grade A: the student has an excellent understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a high degree

when working independently with a statistical program and also to perform basic operations of descriptive statistics on a basic data set as well as simple operations of inferential statistics and correlation without errors.
Grade B: the student has an adequate understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a sufficient extent in independent work with a statistical program and also to perform basic operations of descriptive statistics and correlation on a basic data set without errors.
A grade of C is awarded if the student has a predominant understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a sufficient extent in independent work with a statistical program and also to perform basic operations of descriptive statistics and correlation on a basic data set without serious errors.
A grade of D is earned if the student has an average understanding of the terminology and principles of data collection and evaluation in psychology. The student is able to apply the knowledge to a sufficient extent in independent work with a statistical program and also to perform basic operations of descriptive statistics without serious errors. The student understands theoretically the principles of correlation and inferential statistics without being able to calculate them correctly in a statistical program.
Grade E: the student has only a limited understanding of the terminology and principles of data collection and evaluation in psychology. The student can apply the knowledge in independent work with a statistical program only to a small extent and only at the level of descriptive statistics.
A grade of Fx indicates that the student needs additional study to acquire the necessary knowledge.
Scale of assessment (preliminary/final): 100% of the interim assessment

Learning outcomes:
The main aim of the training is that during the exercises the students will practically master the basic methods of analysis and interpretation of quantitative data in the field of psychological research. They will also use them in the study of other disciplines, possibly in research for their bachelor thesis. The students will master the skill of working with a selected statistical data processing program. The students will learn how to store collected data, carry out their description, and name key outcomes relevant also for pedagogical practice using empirical procedures of analysis and comparison with respect to the defined research problem. The students will understand the benefits of applying statistical procedures in pedagogical practice and gain the ability to interpret and critically evaluate relevant data.

Class syllabus:
1. Research problem, operationalization, research/theoretical hypotheses, research designs.
2. Introduction to SPSS, data description (mean, median, variability, etc.).
3. Correlation versus causality, introduction to working with and sorting data.
4. Tests of normality and data distribution, basic data visualization.
5. Inferential tests, null hypothesis, between-subjects, and within-subjects designs.
6. Substantial significance, Bonferroni correction.
7. Validity and reliability of tests.
8. Moderator, mediator, correlation, regression.

Recommended literature:
Compulsory readings:
Guráň, P., Fero, P., & Ritomský, A. (2018). Základy spracovania sociologických dát pomocou SPSS.
Recommended readings:
Field, A. (2013). Discovering statistics using IBM SPSS statistics. Sage.
Goss-Sampson, M. A. (2019). Statistical Analysis in JASP: A Guide for Students.

Harris, P. (2008). Designing and reporting experiments in psychology. McGraw-Hill Education.
Somorčík, J., & Teplička, I. (2015). Štatistika zrozumiteľne. ENIGMA Publishing.
Terek, M. (2017). Interpretácia štatistiky a dát. 5.vyd. Equilibria.

Languages necessary to complete the course:
Slovak and English language

Notes:
It is necessary to have the latest version of IBM-SPSS installed, or a similar free software alternative such as JASP or Jamovi.

Past grade distribution
Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
26,11	0,0	26,11	22,29	14,01	10,83	0,64

Lecturers: PaedDr. Eva Vancu, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde023/22	**Course title:** Teacher´s communication and presentation skills
Educational activities: **Type of activities:** practicals **Number of hours:** **per week:** **per level/semester:** 26s **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: Exercise, 26 hours per semester, combined (mostly full-time) Student workload: 26 hours of direct instruction; preparation for group presentation = 10 hours; preparation for direct instruction (reading of professional texts) = 14 hours. 50 hours in total. Teaching methods: Discussion, interview, role-play method, quizzes, brainstorming, mind-mapping, interpretation, text work, small group work, group presentation	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: I.	
Prerequisites:	
Course requirements: Scope of interim and final evaluation: 100/0 The evaluation will consist of the following components: - Participation in teaching or active involvement in discussions and activities (50 points); - group presentation (50 points): The topic of the presentation is different communication didactic methods from the publication: ČAPEK, R. (2015). Modern didactics. Modern Teaching of Modern Pedagogy (modern pedagogical methods): Grada. Each group will present a different group of didactic methods, which they will also practically demonstrate with their classmates. The final grade A requires at least 91 points, grade B at least 81 points, grade C at least 73 points, grade D at least 66 points and grade E at least 60 points. To pass the course, a minimum of 60% of the points must be obtained. For a grade of A, the student must perform consistently well, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is proficient in theoretical and empirical knowledge in the field of communication in the school environment and can apply it in his/her teaching practice. At the same time, students are able to work in a team and collaborate on assignments.	

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to communication in the school environment, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in teams and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to give students the opportunity to improve their communication and presentation skills. To use experiential learning to discuss the need for good and respectful communication with students, parents and colleagues. Thorough acquisition and development of communication skills can contribute not only to the improvement of pupil/child learning but also to the building of open working and friendly relationships in the school.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
- The meaning of communication, basic concepts, pedagogical communication.
- Aspects of communication - what I perceive, what I hear as a teacher - relational and factual aspect.
- Experiential learning - training in active listening, questioning and feedback and its use for strengthening presentation skills.
- Non-verbal communication , the body as a means of self-expression and expressing relationships with others - especially in relation to presentation. Working with the voice - modulation of speech and its impact on pupils
- Videotaped examples of good practice in teacher communication.
- Analysis of own presentation skills.
- Typologies of teacher communication styles and power constellations in the classroom.
- Communication and cooperation between teachers and parents

Recommended literature:
ČÁP, J. a MAREŠ, J. (2001). Psychologie pro učitele. Praha: Portál.
ČAPEK, R. (2015). Moderní didaktika. Praha: Grada
ČERNOTOVÁ, M. (2005). Ako komunikovať s žiakmi. Prešov: Metodicko-pedagogické centrum v Prešove
HIEROLD, E. (2005) Rétorika a prezentace. Praha : Grada, ISBN 80-247-0782-9.
LEMOV, D. (2015) Teach like a champion 2.0: 62 techniques that put students on the path to college. San Francisco: Jossey-Bass
ŠEĎOVÁ, K., ŠVAŘÍČEK, R. a ŠALAMOUNOVÁ, Z. (2012). Komunikace ve školní třídě. Praha: Portál
VYBÍRAL, Z. (2005). Psychologie komunikace. Praha: Portál.

Languages necessary to complete the course:
Czech and English language

Notes:
knowledge of the English language is an advantage

Past grade distribution
Total number of evaluated students: 230

A	ABS	B	C	D	E	FX
94,78	0,0	0,87	0,0	0,43	0,43	3,48

Lecturers: Mgr. Lucia Hlavatá, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KEOV/B-VOBde023/22	**Course title:** Teacher´s communication and presentation skills
Educational activities: **Type of activities:** practicals **Number of hours:** **per week:** **per level/semester:** 26s **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: Exercise, 26 hours per semester, combined (mostly full-time) Student workload: 26 hours of direct instruction; preparation for group presentation = 10 hours; preparation for direct instruction (reading of professional texts) = 14 hours. 50 hours in total. Teaching methods: Discussion, interview, role-play method, quizzes, brainstorming, mind-mapping, interpretation, text work, small group work, group presentation	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: I.	
Prerequisites:	
Course requirements: Scope of interim and final evaluation: 100/0 The evaluation will consist of the following components: - Participation in teaching or active involvement in discussions and activities (50 points); - group presentation (50 points): The topic of the presentation is different communication didactic methods from the publication: ČAPEK, R. (2015). Modern didactics. Modern Teaching of Modern Pedagogy (modern pedagogical methods): Grada. Each group will present a different group of didactic methods, which they will also practically demonstrate with their classmates. The final grade A requires at least 91 points, grade B at least 81 points, grade C at least 73 points, grade D at least 66 points and grade E at least 60 points. To pass the course, a minimum of 60% of the points must be obtained. For a grade of A, the student must perform consistently well, be able to study independently, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is proficient in theoretical and empirical knowledge in the field of communication in the school environment and can apply it in his/her teaching practice. At the same time, students are able to work in a team and collaborate on assignments.	

A grade of B means that the student has performed above average throughout the semester, has been able to study independently, is proficient in basic information related to communication in the school environment, can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are deficiencies in his/her critical and creative thinking. At the same time, students are able to work in teams and collaborate on assignments.
A grade of C means that the student has performed well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare different literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
A grade of D means that the student has been less well prepared during the semester, has moderate deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work as well as in group work, cannot critically analyse information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyse and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge of the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the course is to give students the opportunity to improve their communication and presentation skills. To use experiential learning to discuss the need for good and respectful communication with students, parents and colleagues. Thorough acquisition and development of communication skills can contribute not only to the improvement of pupil/child learning but also to the building of open working and friendly relationships in the school.
They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
- The meaning of communication, basic concepts, pedagogical communication.
- Aspects of communication - what I perceive, what I hear as a teacher - relational and factual aspect.
- Experiential learning - training in active listening, questioning and feedback and its use for strengthening presentation skills.
- Non-verbal communication , the body as a means of self-expression and expressing relationships with others - especially in relation to presentation. Working with the voice - modulation of speech and its impact on pupils
- Videotaped examples of good practice in teacher communication.
- Analysis of own presentation skills.
- Typologies of teacher communication styles and power constellations in the classroom.
- Communication and cooperation between teachers and parents

Recommended literature:
ČÁP, J. a MAREŠ, J. (2001). Psychologie pro učitele. Praha: Portál.
ČAPEK, R. (2015). Moderní didaktika. Praha: Grada
ČERNOTOVÁ, M. (2005). Ako komunikovať s žiakmi. Prešov: Metodicko-pedagogické centrum v Prešove
HIEROLD, E. (2005) Rétorika a prezentace. Praha : Grada, ISBN 80-247-0782-9.
LEMOV, D. (2015) Teach like a champion 2.0: 62 techniques that put students on the path to college. San Francisco: Jossey-Bass
ŠEĎOVÁ, K., ŠVAŘÍČEK, R. a ŠALAMOUNOVÁ, Z. (2012). Komunikace ve školní třídě. Praha: Portál
VYBÍRAL, Z. (2005). Psychologie komunikace. Praha: Portál.

Languages necessary to complete the course:
Czech and English language

Notes:
knowledge of the English language is an advantage

Past grade distribution
Total number of evaluated students: 230

A	ABS	B	C	D	E	FX
94,78	0,0	0,87	0,0	0,43	0,43	3,48

Lecturers: Mgr. Lucia Hlavatá, PhD.

Last change: 10.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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.
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:

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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.

Last change: 09.11.2022
Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde001/22	**Course title:** Theoretical basics of education
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: I.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, 50% of the interim and 50% of the final assessment The interim evaluation includes the following: - continuous work during the semester focused on current issues of education, defining educational goals, concretizing educational principles, identifying educational methods, etc. - 15 points, - term paper focused on a selected area of education - 35 points. The final evaluation includes the following: - final examination in written form - 50 points. The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good	

professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:
Learning objectives and outcomes:
Students will gain knowledge and understanding of the educational and self-educational process in a social context with emphasis on the application of the principles of creative-humanistic education and the presentation of new approaches and perspectives in the development of modern educational theory. On a theoretical-empirical level, students are able to implement a variety of educational activities and activities that can be applied within the profession of teacher/educator/teaching assistant and have the competence to solve basic problem situations in educational practice in collaboration with other professionals.
Transferable competences: the course develops students' analytical, critical, evaluative and creative thinking, reasoning in context and supports the development of their interpersonal skills, self-development and personal and professional growth.

Class syllabus:

Brief outline of the course:
An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
Views on education. Education in different historical periods.
School documents and legislation with a focus on education. Educational programme.
Goals of education and their determination.
The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
Educational methods and new trends.
Characteristics and classification of educational principles.
Concretization of the content of educational action: moral education, pro-social education, intellectual education, aesthetic education, work education, physical education, ecological and environmental education, multicultural education, etc.
Organizational forms and means of education.
The personality of the teacher/educator/teaching assistant in the educational process. Educational styles and requirements for the personality of the teacher/educator/teaching assistant. Code of ethics of the teaching profession.
The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
Educational environment and its importance for a person.

Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
Education outside the classroom and its specifics.

Recommended literature:

Compulsory reading:

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
GOGOVÁ, A., KROČKOVÁ, Š., PINTES, G. (2004). Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Recommended reading:

DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144s. ISBN 978-80-8200 034-7
FERKOVÁ, Š., PREVENDÁROVÁ, J., KOLDEOVÁ, L. et al. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšom sekundárnom stupni vzdelávania. Bratislava: UK. 212 s. ISBN 978-80-223-4432-6
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. (2006). Úvod do pedagogiky. Nitra: Enigma, 2006. 356 s. ISBN 80-89132-29-4
KOLDEOVÁ, L. (2018). Odmeny a tresty v rodinnej výchove. Bratislava: UK. 161 s. ISBN 978-80-223-4649-8
KOSOVÁ, B. (2015). Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1
KRATOCHVÍLOVÁ, E. et a. (2007). Úvod do pedagogiky. Trnava: PF TU. 168 s. ISBN 978-80-8082-145-6 PELIKÁN, J. (1995). Výchova jako teoretický problém. Ostrava: Amosium Servis. 234 s. ISBN 80-85498-27-8
SKARUPSKÁ, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80-86798-70-7
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
STROUHAL, M. (2013). Teorie výchovy. Praha: Grada. 192 s. ISBN 978-80-2474-212-0
TRABALÍKOVÁ, J., MACHÁČEK, D., ZEMANČÍKOVÁ, V. (2014). Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. 195 s. ISBN 978-80-554-0904-7
ZELINA, M. (2010). Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. 232 s. ISBN 978-80-1001-884-0

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 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.

Last change: 09.11.2022
Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde017/22	Theory of democracy

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

Type, volume, methods and workload of the student - additional information
2 hours seminar per week, total per semester 22 hours combined (mostly attendance)
Student workload:
22 hours of direct teaching, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment, 60 hours in total
Teaching methods:
problem-based interpretation and discussion of the assigned topics

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde003/22 - Political science II.

Recommended prerequisites:
B-VOBde003 Political science II.

Course requirements:
Interim/final mark weighting: 100/0
Interim assessment includes the completion of an ongoing written assignment on the theory of democracies
(40 % of the mark) and a mid-term test (60 % of the mark). At least 60 % of the total mark must be obtained in order to pass the course
Learning outcomes/ Objectives and learning outcomes:
The rating is awarded on a scale:
A 100-94%, excellent - outstanding results; students performed well, their theoretical knowledge of theories of democracy is at an excellent level, they have a standard very good ability to critically and analytically evaluate knowledge, compare different concepts of democracies, they hand in assignments on time. In the midterm test, they have demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the midterm written assignment, corresponds to an A grade.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of theories of democracy is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the interim test

which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, corresponds to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of theories of democracy is at a good level, but they lack the ability to compare this knowledge analytically and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in theories of democracies; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in theories of democracies, unable to process information analytically and critically. In the midterm test, they demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of E.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to the theories and transformations of democracy and to the basic analytical concept of democracy. They will acquire the ability to critically analyse the democratic process, to work through a problem in theories of democracy and to demonstrate the knowledge gained in a continuous work. They will acquire the ability to interpret and define the basic concepts of theories of democracy. They will be able to differentiate between theories, explain the analytical concept of democracy, understand it and the theories, and find adequate responses to the democratic and democratisation processes of the present day.

Class syllabus:
The many meanings of democracy. Transformations of democracy from a historical perspective. Democracy in analytical perspective. The structure of the democratic process. Overview of theories of democracy from Athens to polyarchy and deliberative democracy. Direct democracy, semi-direct democracy, referendum as a form of direct democracy. Constitutional anchoring of the referendum. The status of self-government. Education for democratic citizenship. Council of Europe documents on education for democratic citizenship. The political system of the Slovak Republic. Elections and electoral systems. Culture and morality in Slovak politics. Corruption.

Recommended literature:
Compulsory readings:
GOŇCOVÁ, M. 2010 Krize demokracie ve 20. století a Evropa. Brno : Masarykova univerzita.182 s. ISBN 978-80-210-5346-5
HLOUŠEK, V.; KOPEČEK, L. 2003. Demokracie. Brno: IIPS. 379 s. ISBN 978-80-210-4249-0
Recommended readings:
SARTORI, G. 1994. Teória demokracie. Bratislava: Archa. 512 s. ISBN 80-7115-049-5
HABERMAS, J.: 2018 Diskursivní teorie liberální demokracie. Praha. Karolinum. Kapitola 3. ISBN978-80-246-3826-3

FUKUYAMA, F. 2002 Konec dějin a poslední člověk. Praha : Rybka Publishers. 382 s. ISBN80-86182-27-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
38,99	0,0	38,99	13,84	6,29	1,26	0,63

Lecturers:

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde017/22	Theory of democracy

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

Type, volume, methods and workload of the student - additional information
2 hours seminar per week, total per semester 22 hours combined (mostly attendance)
Student workload:
22 hours of direct teaching, 20 hours of preparation for the midterm test, 18 hours for the midterm assignment, 60 hours in total
Teaching methods:
problem-based interpretation and discussion of the assigned topics

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KEOV/B-VOBde003/22 - Political science II.

Recommended prerequisites:
B-VOBde003 Political science II.

Course requirements:
Interim/final mark weighting: 100/0
Interim assessment includes the completion of an ongoing written assignment on the theory of democracies
(40 % of the mark) and a mid-term test (60 % of the mark). At least 60 % of the total mark must be obtained in order to pass the course
Learning outcomes/ Objectives and learning outcomes:
The rating is awarded on a scale:
A 100-94%, excellent - outstanding results; students performed well, their theoretical knowledge of theories of democracy is at an excellent level, they have a standard very good ability to critically and analytically evaluate knowledge, compare different concepts of democracies, they hand in assignments on time. In the midterm test, they have demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilised) which, in terms of points or percentages, together with the score (percentage) of the midterm written assignment, corresponds to an A grade.
B 93-86%, very good - above average standard; students performed well, their theoretical knowledge of theories of democracy is at a very good level, they have a good ability to apply knowledge critically and analytically, they critically evaluate and compare literary sources at a very good level, they generally hand in interim assignments on time. They have demonstrated a level of knowledge (extent of knowledge acquired and cognitive abilities mobilised) in the interim test

which, in terms of points or percentage, together with the score (percentage) of the interim written assignment, corresponds to a grade B.
C 85-76%, good - routinely reliable work; students performed standardly well, their theoretical knowledge of theories of democracy is at a good level, but they lack the ability to compare this knowledge analytically and critically evaluate individual concepts. In the midterm test, they demonstrated a level of knowledge (range of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentages, together with the scores (percentages) on the midterm writing assignment, corresponds to a grade of C.
D 75-68%, satisfactory - acceptable performance; students were less prepared during the semester, turning in interim assignments after the assignment due date. They are slightly deficient in theories of democracies; they cannot analytically process the concepts. Information. They demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) in the midterm test that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of D.
E 67-60%, adequate - results meet minimum criteria, students were less prepared during the semester, turned in assignments after the assignment due date. They are more deficient in theories of democracies, unable to process information analytically and critically. In the midterm test, they demonstrated a level of knowledge (extent of knowledge acquired and cognitive skills mobilized) that, in terms of points or percentage, together with the score (percentage) of the midterm writing assignment, corresponds to a grade of E.
Fx 59-0%, Inadequate - additional work, extra study required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Students will be introduced to the theories and transformations of democracy and to the basic analytical concept of democracy. They will acquire the ability to critically analyse the democratic process, to work through a problem in theories of democracy and to demonstrate the knowledge gained in a continuous work. They will acquire the ability to interpret and define the basic concepts of theories of democracy. They will be able to differentiate between theories, explain the analytical concept of democracy, understand it and the theories, and find adequate responses to the democratic and democratisation processes of the present day.

Class syllabus:
The many meanings of democracy. Transformations of democracy from a historical perspective. Democracy in analytical perspective. The structure of the democratic process. Overview of theories of democracy from Athens to polyarchy and deliberative democracy. Direct democracy, semi-direct democracy, referendum as a form of direct democracy. Constitutional anchoring of the referendum. The status of self-government. Education for democratic citizenship. Council of Europe documents on education for democratic citizenship. The political system of the Slovak Republic. Elections and electoral systems. Culture and morality in Slovak politics. Corruption.

Recommended literature:
Compulsory readings:
GOŇCOVÁ, M. 2010 Krize demokracie ve 20. století a Evropa. Brno : Masarykova univerzita.182 s. ISBN 978-80-210-5346-5
HLOUŠEK, V.; KOPEČEK, L. 2003. Demokracie. Brno: IIPS. 379 s. ISBN 978-80-210-4249-0
Recommended readings:
SARTORI, G. 1994. Teória demokracie. Bratislava: Archa. 512 s. ISBN 80-7115-049-5
HABERMAS, J.: 2018 Diskursivní teorie liberální demokracie. Praha. Karolinum. Kapitola 3. ISBN978-80-246-3826-3

FUKUYAMA, F. 2002 Konec dějin a poslední člověk. Praha : Rybka Publishers. 382 s. ISBN80-86182-27-4

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
38,99	0,0	38,99	13,84	6,29	1,26	0,63

Lecturers:

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde023/22	Therapeutic Pedagogy for the Helping Professions

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

Type, volume, methods and workload of the student - additional information
Type of activities, scope (number of hours) and methods of educational activities:
2 hours seminar/week; total 22 hours per semester, combined form (primarily full-time)
Student workload: 11 x 2 hours of teaching = 22 hours; 14 hours of preparation for the midterm test; 20 hours of case study and design of a therapeutic-pedagogical intervention (set of exercises, programme); 4 hours of preparation of the presentation of the case study and the programme. Total 60 hours.
Teaching methods:
Seminar: lecture in connection with the discussion on the topic, e-learning, critical reflection of relevant videos in the field of application of therapeutic-pedagogical therapies in practice, critical reflection of current basic and applied research in the field of therapeutic-pedagogical intervention in the Slovak Republic and in the world (monographs, journals, databases of scientific knowledge, case studies, etc.), work in small groups (pairs/threes, etc.), work in small groups (pairs/threes, etc.) on the assignment of solving a specific problem or application of knowledge from therapeutic pedagogy in practice (e.g. methods applicable in therapeutic-educational intervention with an individual or a family, simulated examples of practice/case studies); cooperative or group evaluation and sharing of knowledge; presentation of the output (case studies and therapeutic-pedagogical proposal of intervention) in a study group.

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
100% continuous assessment
The continuous assessment includes a mid-term test (30% of the grade), the completion of two assignments (20% of the grade), the completion and oral presentation of a short case study of a client in a difficult life situation and the proposal of a therapeutic-pedagogical intervention (program) (50% of the grade).
To pass the course, a minimum of 60% of the total score is required.
The grade is awarded on a scale:
A (100-94%, excellent - outstanding),
B (93-86%, very good – above-average standard),
C (85-76%, good - normal reliable work),

D (75-68%, satisfactory - acceptable results),
E (67-60%, marginal performance - results fulfil the minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, the student is required to demonstrate excellent accuracy and active critical and creative reflection on the knowledge of the field of therapeutic pedagogy, including its meaningful integration with the knowledge of their field of study as well as other disciplines. Demonstrate the ability to have a good understanding of the principles, guidelines, and methods of therapeutic-educational support. Also, in identifying client needs and resources as well as means of assistance.
A grade of B indicates that the student reflects critically on the knowledge of the field of therapeutic pedagogy, including its meaningful integration with the knowledge of their field of study as well as other disciplines, in a reasonably good manner. Demonstrates the ability to be very knowledgeable about the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as means of assistance.
A grade of C will be awarded if the student is able to critically reflect well on the knowledge of the field of therapeutic pedagogy, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student has demonstrated the ability to be well versed in the principles, guidelines, and methods of therapeutic educational assistance, identification of client needs and resources as well as means of assistance.
A grade of D indicates that the student has limited, moderately critical reflection on the knowledge of the field of therapeutic pedagogy, including its appropriate integration with the knowledge of their field of study as well as other disciplines. The student demonstrates the ability to satisfactorily navigate the principles, guidelines, and methods of therapeutic-educational assistance, identifying client needs and resources as well as the means of assistance.
A grade of E will be given if the student reflects critically on the knowledge of the field of therapeutic pedagogy to a limited extent. The student has difficulty understanding and navigating the principles, guidelines, and methods of therapeutic-educational assistance, identification of client needs and resources, and means of assistance.
The Fx evaluation requires further study and work by the student.
Scale of assessment (preliminary/final): 100% continuous assessment

Learning outcomes:
The goal of the Therapeutic Pedagogy for the Helping Professions course is for students to acquire knowledge related to the holistic being of the person in the context of their development, environment and relationships, learning, emotional experience, agency, and health, with a focus on personal assistance, inclusion, and promoting the participation of the individual at every age. The course Therapeutic Pedagogy for the Helping Professions is an integral part of the systemic knowledge framework of the combined Psychology Teacher Education degree, in line with the mission and strategic goals of the PdF UK, as well as the graduate profile itself.
By successful graduation, students will have critically mastered (to the extent as indicated in the grading scale above) the current theoretical and empirical knowledge of the field of therapeutic pedagogy - principles, principles and specifics of the integration of educational and therapeutic efforts, the roles and competencies of the therapeutic educator in the levels of diagnosis, prevention, counselling, therapeutic education, accompaniment and therapeutic-educational intervention). They will be able to have a deeper orientation in the person's difficult situation, in the meaning and possibilities of early help, as well as help from the recipient's relational persons. They will demonstrate (regarding the scope of the course) an adequate orientation in the methods of therapeutic-pedagogical assistance and the specifics of therapeutic-pedagogical therapies: art therapy, bibliotherapy, drama therapy, occupational therapy, music therapy, psychomotor therapy, and play therapy.

Students of psychology teaching should use the acquired knowledge and skills in the study of other subjects of their study programme, but especially in practice, in preventive counselling and educational activities in the school system (towards optimisation of developmental conditions of specific pupils/students and solving potential developmental problems, in this direction also by cooperation with other school staff and parents, etc.).

Class syllabus:

1. Theoretical background of the field of Therapeutic Pedagogy (subject, principles, guidelines) - specifics of the integration of educational and therapeutic efforts.
2. The image of a person - a provider and a recipient of help. A holistic approach to the person (pupil, client, patient) in education and therapy. Orientation in the life situation of the recipient.
3. Roles and competences of the therapeutic educator (diagnosis, prevention, counselling, therapeutic education, accompaniment, therapy).
4. Inclusive potential of therapeutic-educational intervention.
5. Orientation in the person's situation, early help, help to the family (contact, helping relationship). Types and specifics of validation in communication with the recipient of help and their guardians (close relational persons). Methods of therapeutic-pedagogical assistance.
6. Therapeutic-educational exercises and programs in therapeutic-educational care.
7. Therapeutic-educational disciplines in therapeutic-pedagogy: art therapy, bibliotherapy, drama therapy, occupational therapy, music therapy, psychomotor therapy, play therapy.

Recommended literature:

Compulsory/Recommended readings:
Horňáková, M. (2007). Liečebná pedagogika pre pomáhajúce profesie. Občianske združenie Sociálna práca.
Janoško, P. et al. (2020). Učiace sa spoločenstvo – výzva pre inkluzívne vzdelávanie. Univerzita Komenského.
Recommended literature:
Horňáková, M. (2014). Kroky k inkluzívnej škole. Verbum.
Janoško, P. (2015). Rodinný systém v kontexte teórie a praxe. Verbum.
Janoško, P., & Neslušanová, S. (2014). Škola s inkluzívnou klímou. Verbum.
Klein, F. et al. (2009). Liečebná pedagogika. Sapientia.
Revue liečebnej pedagogiky - vedecko-odborný časopis PRO LP asociácie liečebných pedagógov na Slovensku, https://prolp.sk/lp-revue/

Languages necessary to complete the course:

Slovak, Czech and English (to increase the depth of study and activities during lectures)

Notes:

Past grade distribution

Total number of evaluated students: 25

A	ABS	B	C	D	E	FX
96,0	0,0	4,0	0,0	0,0	0,0	0,0

Lecturers: Mgr. Tímea Lelovič, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPsPp/B-PSYde018/22	Training of communication competences

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching, and organizational form:
2 hours of practice/week, total of 22 hours per semester, combined form (primarily full-time)
Student workload:
11 x 2 hours of teaching = 22 hours; continuous preparation for class (14 hours); work on the preparation of assignments (14 hours), total of 50 hours
Teaching methods:
Dialogical and discussion methods, experiential and activating methods (staging methods, psychological games, situational and case methods), active group work, work with tests and questionnaires, heuristic and problem-based methods, reflective essay, guided self-study, work with text and information sources.

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
100% of intermediate assessment
Interim assessment includes the work of students in completing interim tasks and assignments, which are realized by individual preparation by the student (total 30% of the assessment), as well as by his/her active participation in activities during the hours of implementation of the course (total 70% of the assessment). To pass the course, a minimum score of 60% is required.
Individual assignments are focused on finding a text with a communication sample (in the range of about A4 format) and its analysis according to the teacher's instructions (10%) and elaboration of an assignment on the topic of the strengths and weaknesses of the student's communication (10%). The student will continue to work with the developed material in class. At the end of the semester, the student will produce a reflective essay providing feedback on the course and the student's opinion of his/her communication competence (10% of the grade).
Within the course teaching during the semester, space is devoted to specific activities and simulations of dealing with different communicative situations in which the student actively participates, on the topics of verbal (10%), non-verbal (10%), assertive (10%) and negative (10%) communication, communication in conflict situations (10%), active listening (10%) and effective feedback (10%).
Ratings are given on a scale:

A (100-94%, excellent - outstanding),
B (93-86%, very good - above average standard),
C (85-76%, good - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - additional work required).
For a grade of A, the student needs to be actively involved in solving the techniques and activities presented in class continuously throughout the semester, actively solve the assigned individual tasks, master the techniques to develop the communication areas, and try to develop his/her communication competences, try to solve the tasks creatively, actively express his/her own opinion.
B grade means that the student is actively involved in solving techniques and activities presented in class, solves individual tasks, has mastered techniques for developing communication areas, has made efforts to develop his/her communication competencies, to a lesser extent seeks original solutions to the tasks set, actively expresses his/her own opinion.
C grade means that the student is usually actively involved in solving the techniques and activities presented in class during the semester, actively solves only some of the set tasks, masters the techniques for developing communication areas, and tries to develop their communication competencies only in some areas, uses creativity in solving the set tasks to a lesser extent, actively expresses his/her own opinion.
Grade D means that the student's activity during the semester in solving the activities presented in class is at a weaker level, the solutions to the tasks are slightly deficient, the student is deficient in the mastery of techniques for developing communication areas, interest in developing his/her communication competences is sporadic, he/she often solves the tasks set only with external help, he/she is more passive in expressing his/her own opinions.
Grade E means that the student is passive during the semester in solving the activities presented in class, is minimally involved in the activities and solving the set tasks, mastery of techniques for developing communication areas is minimal, and shows no interest in developing his/her communication competences, relies more on the group than on himself/herself in solving the tasks, expresses his/her opinions only minimally.
A grade of FX indicates that the student has not sufficiently met the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100% of intermediate assessment

Learning outcomes:
The aim of the course is to gain an overview of communication techniques and to acquire skills in the field of communication competences regarding the specifics of communication in an educational environment.
By completing the course, a student:
- understands the basic theories of communication
- has knowledge of verbal and non-verbal communication
- gains an overview of techniques for the development of communication
- is able to use feedback effectively in social communication
- is familiar with the specifics of communication in the school environment
- is aware of the importance of effective communication in the teaching profession
- becomes proficient in the use of a variety of techniques and activities to develop communication
- can evaluate the strengths and weaknesses of their communication competences
- develops and consolidates his/her skills in the area of communication competencies.

Class syllabus:

1. Communication as the basis of social interaction. The function and components of communication, motivation to communicate, and communication context. Intercultural differences in communication.
2. Basic theories of communication.
3. Social perception as part of human communication.
4. Verbal communication and techniques for its development.
5. Non-verbal communication (haptics, proxemics, paralinguistics, posturing, gestures, mimicry, kinesics) and techniques for its development.
6. Active and empathic listening as an important part of communication.
7. Assertive communication and techniques for its development and training.
8. Feedback in communicative interactions.
9. Communication in conflict situations and conflict management in speech.
10. Negative communication and manipulation in communication.
11. Specifics of communication in educational settings. Errors in teacher-pupil communication.

Recommended literature:

Required reading:

De Vitto, J. (2001). Základy mezilidské komunikace. Grada.
Lemešová, M., Hamranová, A., Minarovičová, K., Sabová, L., & Sokolová, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského.

Recommended reading:

Kolařík, M. (2011, 2019). Interakční psychologický výcvik. Grada.
Komárková, R., Výrost, J., & Slaměník, J. (Eds.). (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Grada.
Sokolová, L. (2015). Metódy vyučovania psychológie a predmetov osobnostného a sociálneho rozvoja. Univerzita Komenského (kap. 8-10.)
Škvareninová, O. (2004). Rečová komunikácia. SPN.
Vybíral, Z. (2005). Psychologie komunikace. Portál.

Languages necessary to complete the course:

Slovak and Czech language

Notes:

The course can be implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 52

A	ABS	B	C	D	E	FX
94,23	0,0	3,85	0,0	1,92	0,0	0,0

Lecturers: PaedDr. Anežka Hamranová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde015/22	Values and 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
2 hours seminar/week, 22 hours total per semester, combined (mostly attendance)
Student workload:
11 x 2 hours of teaching = 22 hours; 28 hours of project work and vindication. 50 hours of work.
Teaching methods:
- Seminar: lecture combined with discussion of the topic under discussion; various examples are given for each subject area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential.
Emphasis on discussion, cooperation. Outcome - presentation and defence of the project.

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% group project (2-3 students).
A minimum of 60% of the course rating is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding), the student reflects knowledges correctly and actively both critically and creatively, including its meaningful integration into life reality and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge,
including their meaningful integration into life reality and pedagogical practice.
C (85-76%, good - routinely reliable work), students performed at a good standard during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable performance), students were less well prepared during the semester, they have moderate deficiencies in theoretical knowledges. They are unable to critically analyze information.
E (67-60%, satisfactory - results meet minimum criteria), students have limited theoretical knowledges, are unable to critically analyze the knowledges, and are only minimally able to apply the knowledges.

Fx (59-0%, insufficient - additional work is required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will realize that values are what give events, things, and relationships meaning as well as individuality and authenticity. In the content area, they will acquire the necessary knowledge of value theory (concepts, orientations, problems). They will gain the impetus for understanding the goals and methods of values education (civic education, ethics education, personal and social education).They will acquire the skills to present and defend their own views on the role of values in education.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
Objectives of the course: the course contributes to the gradual development of important professional competences of future teachers in accordance with the profile of the graduate by its focus and educational methods.

Class syllabus:
1. Values and needs, values and norms, hierarchy of values.
2. The nature of axiology, theory of values. Axiology its relation to pedagogy and to the problems of education.
3. Values and culture, plurality of values in the contemporary world - implications for communication culture and education.
4. Leadership to values in the family and school environment.
5. Logotherapy

Recommended literature:
BROŽÍK, V. Hodnotové orientácie. Nitra : FF UKF, 2000. ISBN 80-8050-368-0. DÚBRAVOVÁ, V. Výchova k hodnotám v príprave budúcich učiteľov. In: Hodnoty a výchova. In: Šimoník, O., Horká, H., Střelec (eds). Zborník Hodnoty a výchova. Brno : PdF MU(CD), 2007. ISBN 978-80-86633-78-7.
EYRE,L., EYRE, R. Jak naučit děti hodnotám. Praha : Portál, 2007. ISBN978-80-7367-275-1.
KUČEROVÁ, S. Človek – hodnoty – výchova. Prešov : ManaCon, 1996. ISBN80-85668-34-3.
LUKASOVÁ, E. Základy logoterapie. Bratislava : Lúč, 2009. ISBN 978-80-7114-704-6.
PELIKÁN, J. Hledání těžiště výchovy. Praha : Karolinum. 2007. ISBN978-80246-1265-2.
VARGOVÁ, D. Hodnoty v etickej výchove. In.: Hodnoty ve výchově, umění a sportu. Praha :KREACE, 2008.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 171

A	ABS	B	C	D	E	FX
86,55	0,0	1,75	6,43	2,34	0,58	2,34

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KEOV/B-VOBde015/22	Values and 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
2 hours seminar/week, 22 hours total per semester, combined (mostly attendance)
Student workload:
11 x 2 hours of teaching = 22 hours; 28 hours of project work and vindication. 50 hours of work.
Teaching methods:
- Seminar: lecture combined with discussion of the topic under discussion; various examples are given for each subject area. Critical reflection and awareness of the possibility of applying this knowledge to school or life practice is essential.
Emphasis on discussion, cooperation. Outcome - presentation and defence of the project.

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Weight of continuous and final appraising 100/0, which includes 30% class activity and 70% group project (2-3 students).
A minimum of 60% of the course rating is required for successful completion of the course.
The grade is awarded on a scale of:
A (100-94%, excellent - outstanding), the student reflects knowledges correctly and actively both critically and creatively, including its meaningful integration into life reality and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects appropriately critically on the knowledge,
including their meaningful integration into life reality and pedagogical practice.
C (85-76%, good - routinely reliable work), students performed at a good standard during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable performance), students were less well prepared during the semester, they have moderate deficiencies in theoretical knowledges. They are unable to critically analyze information.
E (67-60%, satisfactory - results meet minimum criteria), students have limited theoretical knowledges, are unable to critically analyze the knowledges, and are only minimally able to apply the knowledges.

Fx (59-0%, insufficient - additional work is required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Students will realize that values are what give events, things, and relationships meaning as well as individuality and authenticity. In the content area, they will acquire the necessary knowledge of value theory (concepts, orientations, problems). They will gain the impetus for understanding the goals and methods of values education (civic education, ethics education, personal and social education).They will acquire the skills to present and defend their own views on the role of values in education.
This knowledge can be used in further studies as well as in real life. The chosen educational methods will contribute to the further development of competences (cognitive area: memory, critical thinking, thinking in context, reasoning; affective area: attitudes and beliefs, values; psychomotor area: digital skills; social area: cooperation, communication).
Objectives of the course: the course contributes to the gradual development of important professional competences of future teachers in accordance with the profile of the graduate by its focus and educational methods.

Class syllabus:
1. Values and needs, values and norms, hierarchy of values.
2. The nature of axiology, theory of values. Axiology its relation to pedagogy and to the problems of education.
3. Values and culture, plurality of values in the contemporary world - implications for communication culture and education.
4. Leadership to values in the family and school environment.
5. Logotherapy

Recommended literature:
BROŽÍK, V. Hodnotové orientácie. Nitra : FF UKF, 2000. ISBN 80-8050-368-0. DÚBRAVOVÁ, V. Výchova k hodnotám v príprave budúcich učiteľov. In: Hodnoty a výchova. In: Šimoník, O., Horká, H., Střelec (eds). Zborník Hodnoty a výchova. Brno : PdF MU(CD), 2007. ISBN 978-80-86633-78-7.
EYRE,L., EYRE, R. Jak naučit děti hodnotám. Praha : Portál, 2007. ISBN978-80-7367-275-1.
KUČEROVÁ, S. Človek – hodnoty – výchova. Prešov : ManaCon, 1996. ISBN80-85668-34-3.
LUKASOVÁ, E. Základy logoterapie. Bratislava : Lúč, 2009. ISBN 978-80-7114-704-6.
PELIKÁN, J. Hledání těžiště výchovy. Praha : Karolinum. 2007. ISBN978-80246-1265-2.
VARGOVÁ, D. Hodnoty v etickej výchove. In.: Hodnoty ve výchově, umění a sportu. Praha :KREACE, 2008.

Languages necessary to complete the course:
Slovak and Czech language

Notes:

Past grade distribution
Total number of evaluated students: 171

A	ABS	B	C	D	E	FX
86,55	0,0	1,75	6,43	2,34	0,58	2,34

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 09.11.2022

Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, 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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde041/24	**Course title:** Študentská vedecká, odborná a umelecká činnosť 1
Educational activities: **Type of activities:** **Number of hours:** **per week:** **per level/semester:** **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: 5

ABS	M
100,0	0,0

Lecturers:
Last change: 20.02.2025
Approved by: prof. PhDr. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/B-VUZde042/24	**Course title:** Študentská vedecká, odborná a umelecká činnosť 2
Educational activities: **Type of activities:** **Number of hours:** **per week:** **per level/semester:** **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. Erich Mistrík, CSc., prof. PhDr. Mária Potočárová, PhD., doc. PhDr. Mária Glasová, PhD.