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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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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.
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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.
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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:
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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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/B-SLOde003/22	**Course title:** Academic text writing in Slovak language and literature

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 10 hours include preparation for seminars and self-study of literature on individual topics; 6 hours of preparation for the oral presentation of the paper and 22 hours of preparation for the written elaboration of the presented paper. A total of 60 hours of student work.
Teaching methods: explanation, demonstration, work with text, colloquium, discussion, presentation, guided self-study, e-learning

Number of credits: 2

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will receive a grade based on an orally presented and word-processed paper in the form of a seminar paper according to the topic of the assignment and observing all citation rules and principles (presentation of the paper 25 points, written seminar paper 75 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (e.g. presentation: less than 15 points, seminar paper: less than 45 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of creating, conceiving, working with information sources, critical study and correct use and citation of sources to the required extent, logically arranges the facts presented, the acquired knowledge in the field focused on the creation of a professional text can be excellently applied and adapted to the working procedures in the creation of a professional text in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85%, very good - above average standard): very good performance: The student is very good at creating, conceiving, working with information sources, critical study and correct use and citation of sources within the required range, logically organizes the facts presented, the acquired knowledge in the field focused on the creation of a professional text can be well applied, adapted and can design working procedures in the creation of a professional text in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his speech is very good, has very well developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of creating, conceiving, working with information sources, critically studying and correctly using and citing sources to the required extent, logically organises the facts presented, can reliably apply and adapt the knowledge acquired in the area of focusing on the production of a professional text and working practices in the production of a professional text in the school in the school practice, reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of creating, conceiving, working with information sources, critical study and correct use and citation of sources to the required extent, logically arranges the facts presented, can satisfactorily apply the acquired knowledge and existing working practices aimed at the creation of a professional text in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed skills to learn;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the area focused on the production of a professional text, has deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working procedures in the production of a professional text in school practice, solves individual tasks and assignments at a sufficient level, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge in the area of the production of a professional text to the required extent, does not know the facts and their logical connections, cannot apply the knowledge of the work and production of a professional text in practice, cannot solve individual tasks and assignments, has insufficient skills to continue learning.

Learning outcomes:
The student has acquired basic knowledge in the field of production of professional or scientific text, has knowledge of working with information sources, the methodology of professional and scientific work, critical work with the source base and literature, excerpting sources and the main principles of citing them. The student has developed information and methodological literacy, methodological and expressive skills in the field of study.
The student has acquired the skills to correctly navigate in primary and secondary professional and scientific sources in the field of study, has acquired knowledge of the observance of the principles of authorial ethics, of the critical approach and evaluation of the professional dimension of print and online sources, of the application of the principles of writing a professional text, and of the observance of the main points in the structure and terminological construction of a professional text according to the current rules of the field and the principles of citation.
The student has acquired the skills to perceive, apply and develop the principles of professional text production, the critical use of sources and the correct citation of literature in the following years of his/her studies. He/she is prepared to deepen and develop this knowledge and skills in further Bachelor and subsequently Master studies, and is able to apply them creatively in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey the essential knowledge of professional text production, critical use of sources and legal citation of literature to the general public and lay readers. By solving problem-based tasks, the student has acquired the

skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures. The student has the skills to communicate facts and concepts and to formulate and defend his/her views in an argumentative manner. The student has the competence to independently extend his/her knowledge and appreciate the broader context of issues in the production of a professional text. They have also developed a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

Class syllabus:

1. Background, assumptions and requirements for the preparation and writing of a professional text.
2. Formal and substantive aspects of the professional text.
3. Research on the topic of the professional text, compilation of bibliography.
4. Background, requirements and conditions for the application of methodological procedures.
5. Work with information sources and critical study.
6. The use of research results and excerpts in the development of the abstract and the project of a professional text.
7. The process of creating a professional text within the scope of a professional text project.
8. Creation of the professional text and preparation of relevant documentation.
9. Principles of proper citation of scientific sources, sources, scientific and professional literature.
10. Forms of referencing cited sources. Writing a micro-chapter for a draft professional text.
11. Linguistic and formal editing of a professional text, appraisal and proofreading of the text.

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field.

The thematic stratification of the course will provide a basic overview of the production of a professional text with an emphasis on the acquisition and development of skills in the production of a professional text, especially in terms of its content and form. The student will gain an overview of the rules that unify the academic practice of writing a professional text, particularly focusing on the seminar paper, the report and the undergraduate thesis. The student will acquire knowledge and skills in publishing ethics, copyright law and will acquire knowledge and skills related to the principles of proper citation and working with bibliographic information and sources.

The student will not only be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and subsequently master studies, but will be able to use and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using the appropriate and appropriate methods of the discipline. In particular, the student will consolidate and develop communication competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic attitudes. Be competent in the use of digital technologies in the classroom.

Recommended literature:

Compulsory readings:

LICHNEROVÁ, L. 2016. Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 strán, 31 obrázkov, 1 príloha. ISBN 978-80-8127-155-7. Available on: https://fphil.uniba.sk/fileadmin/fif/studium/student/bakalar_magister/Pisanie_a_obhajoba_zaverecnych_prac.pdf.

MEŠKO, D. – KATUŠČÁK, D. – FINDRA, J. a kol. 2013.: Akademická príručka. Chcete byť úspešní na vysokej škole? 3. vydanie. Bratislava: Osveta, 2013. ISBN 978-80-8063-392-9.
Recommended readings:
ŽEŇUCH, P. 2014. O nevyhnutnosti komplexného a interdisciplinárneho slavistického výskumu slovenskej kultúry. In: Konštantínove listy, roč. 7, č. 1, s. 90 – 96.
ŽEŇUCH, P. 2014. O nevyhnutnosti a nezastupiteľnosti komplexných slavistických štúdií. In Dobríková, M. – Vojtech, M.: Bratislava: Univerzita Komenského v Bratislave, s. 9 – 17. ISBN 978-80-223-3864-6.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 485

A	ABS	B	C	D	E	FX
38,14	0,0	24,95	13,2	8,04	9,07	6,6

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde015/22	Analysis of literary 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
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct instruction = 22 hours; 11 hours of continuous class preparation; 16 hours of preparation for interpretation of a literary text; 11 hours of preparation for a midterm test with emphasis on acquired interpretive skills. Total of 60 hours of student work.
Teaching methods: Problem-based interpretation of the material, demonstration, discussion of the topic, problem solving, practical problem solving, analytical and interpretative work with a literary text, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated continuously by reviewing the acquired knowledge and its application in the form of interpretation of poetic and prose texts (60 points) and by a continuous written test with emphasis on the acquired interpretive skills at the end of the continuous teaching (40 points). The course culminates in a grade resulting from an interim review of learning outcomes during the teaching portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (Interpretation: less than 36 points, Intermediate test: less than 24 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary text analysis in the required scope, logically arranges the presented facts in a flawless manner, can apply the acquired literary knowledge at an excellent level and adapt the procedures of literary text analysis work in school practice, has the ability to independently and imaginatively solve individual tasks and assignments also in a broader literary, literary-historical

and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has very good knowledge of literary text analysis to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired literary knowledge very well and adapt the procedures of literary text analysis work in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of literary text analysis to the required extent, organises the facts presented appropriately and makes errors only in places, can reliably apply and adapt the procedures of literary text analysis work text in school practice, solves individual tasks and assignments reliably independently, and has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the analysis of a literary text to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working methods of the analysis of a literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary text analysis to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices of literary text analysis in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of literary text analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to the work of literary text analysis in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student has knowledge of selected literary-analytical phenomena, which can be identified and critically evaluated in literary texts. The student has acquired the basics of professional reading of a fiction text with emphasis on its structure, structure and artistic value, understands its specifics, actively seeks new possibilities in approaching it. Knows and is able to interpret a literary text in a synchronic and diachronic process and in relation to other types of art. Can also work with different possible interpretations of the text in school practice. Based on the analytical and critical approach to the literary text in the analytical-interpretation section, the student has developed transferable competencies with a focus on critical thinking and reasoning in context. As a result of solving specific assignments and constructing their own interpretations of literary texts, the student's communicative and digital competences are developed. The student is able to readily perceive the interpretations of literature that follow in the subsequent years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. A number of transferable skills are also consolidated and developed, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further Bachelor's and then Master's studies, but also

to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

Class syllabus:

1. Possibilities of interpretation of literature. Basic methods, procedures and aspects in the analysis of a literary text. Author, text, reader. Theory of interpretation and its application in practice.
2. Principles of internal construction of a literary work. Transformations of genres.
3. Character system of a literary work (language, style, tropes, figures).
4. Components of the thematic construction of an artistic text. Composition of a literary work of fiction.
5. Structure of a prose text. Epic prose as a plot type of functional verbal expression. Epic narration. Literary character.
6. Structure of a dramatic text. Speech in drama, plot and characterization function of protagonists.
7. Verse systems in poetry. Prosodic features and verse. Rhythm and rhythmic structure of verse.
8. The temporal versification system and its realization in Latin humanism and in the Bernese language.
9. The syllabic versification system and its verse modifications, syllabic verse in older Slovak poetry and in Romantic poetry.
10. Syllabotonic versification verse system and its modifications, syllabotonic verse of the Star-Slavic period.
11. Decanonization of verse in the poetry of the 20th and 21st centuries.

The course curriculum covers a spectrum of cross-cutting and specialized literary knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge of literary text analysis. The stratification of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesizing skills about the literary and literary-analytic context. The student will have analytical-interpretive experience with specific literary texts and will be able to translate theoretical information about a work into interpretive skills. In this course, the student will deepen and develop knowledge of the possibilities of interpreting literature, will be able to orient himself/herself in basic literary-analytical methods, and will be able to implement various procedures and aspects in the analysis of a literary text. The student will be able to explain the process of literary communication, to perceive the text as a communicative message and to understand the position of the author as the creator of the literary text and the reader as the recipient of the literary work. They will be able to describe the steps leading, through analysis and interpretation, to the recognition of a literary text. The student will be able to clarify the internal form of a literary work. The student will be familiar with the different literary genres and will be able to identify their development and transformation in the context of the history of literature. The student will be able to clarify the language and style of a literary work and identify the means of expression of fiction. The student will be able to name the components of the thematic construction of a fiction text. The student will be able to analyze a prose text, clarify the issues of plot and storyline, describe the setting of an epic work, explain the category of narrator, and define a literary character. The student will learn about the structure of a dramatic text, the compositional aspects and structure of drama, and the language in a dramatic work. The student will recognize verse systems in poetry and will be able to demonstrate, through specific examples, the rhyming, syllabic, and syllabotonic versification systems and their implementation in various historical periods of literary development. The student will understand the transformations of verse in 20th and 21st century poetry and will be able to subject them to literary analysis. The student will deepen and develop knowledge of literary concepts along with practical examples, which they will then be able to apply to their own literary

analysis of the text. The student will be able to assess the value of a literary work in a literary-historical context in the analysis and will be able to point out the importance of knowing the wider context, time, social situation, etc. He/she will learn to justify and apply various methodological approaches to literary analysis, acquire analytical and interpretive skills in working with a fiction text and be able to evaluate its artistic contribution. The student will be able to develop his/her analytical skills with an emphasis on independent and creative work. They will acquire appropriate techniques for analysing a literary text and develop their interpretative skills and critical thinking. On the basis of the acquired knowledge and skills, he/she will be able to express his/her attitude and interpret knowledge, apply analytical-interpretive competences to other literary texts, point out the interrelationships between them and reflect on new possibilities of literary analysis. The student will not only be prepared to deepen and develop them in further Bachelor's and then Master's studies, but will also be able to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using the appropriate and appropriate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy. The student will be competent in the use of digital technologies in the teaching of literature.

Recommended literature:

Compulsory readings:

BÍLEK, P. A. 2003. Hledání jazyka interpretace. Brno: Host. 360 s. ISBN 80-7294-080-5. (selected sections)

ŠTRAUS, F. 2007. Poézia a verš: (verzologické praktikum). Bratislava: Vydavateľstvo Spolku slovenských spisovateľov. 334 s. ISBN 978-80-8061-287-0. (selected sections)

Recommended readings:

BRTÁŇOVÁ, E. 2012. Na margo staršej literatúry. Zo žánrovej problematiky 11. – 18. storočia. Bratislava: Ústav slovenskej literatúry SAV – Kalligram. 294 s. ISBN 978-80-8101-678-3. (selected chapters)

HARPÁŇ, M. 2009. Teória literatúry. Bratislava: ESA. 283 s. ISBN 978-80-85684-69-8. (selected chapters)

ŠRANK, J. 2017. Kontexty konceptualizmu (paragrafománia). In: Vlna, roč. 19, č. 70, s. 54 – 59.

ŠRANK, J. 2000. Poéme fatal (text generation – zvodcovia zmyslu). Príspevok k skúmaniu slovenskej poézie deväťdesiatych rokov. In: Romboid, roč. 35, č. 6, s. 19 – 30.

ŽEŇUCH, P. 2015. K dejinám cyrilskej písomnej kultúry na Slovensku. Nitra: Univerzita Konštantína Filozofa. 175 s. ISBN 978-80-558-0740-9 . (selected sections)

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 379

A	ABS	B	C	D	E	FX
53,03	0,0	24,8	9,76	5,28	3,17	3,96

Lecturers: Mgr. Mária Halašková, PhD., prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde015/22	Analysis of literary 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
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct instruction = 22 hours; 11 hours of continuous class preparation; 16 hours of preparation for interpretation of a literary text; 11 hours of preparation for a midterm test with emphasis on acquired interpretive skills. Total of 60 hours of student work.
Teaching methods: Problem-based interpretation of the material, demonstration, discussion of the topic, problem solving, practical problem solving, analytical and interpretative work with a literary text, guided self-study, e-learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated continuously by reviewing the acquired knowledge and its application in the form of interpretation of poetic and prose texts (60 points) and by a continuous written test with emphasis on the acquired interpretive skills at the end of the continuous teaching (40 points). The course culminates in a grade resulting from an interim review of learning outcomes during the teaching portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (Interpretation: less than 36 points, Intermediate test: less than 24 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary text analysis in the required scope, logically arranges the presented facts in a flawless manner, can apply the acquired literary knowledge at an excellent level and adapt the procedures of literary text analysis work in school practice, has the ability to independently and imaginatively solve individual tasks and assignments also in a broader literary, literary-historical

and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has very good knowledge of literary text analysis to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired literary knowledge very well and adapt the procedures of literary text analysis work in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of literary text analysis to the required extent, organises the facts presented appropriately and makes errors only in places, can reliably apply and adapt the procedures of literary text analysis work text in school practice, solves individual tasks and assignments reliably independently, and has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the analysis of a literary text to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working methods of the analysis of a literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary text analysis to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices of literary text analysis in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of literary text analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to the work of literary text analysis in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student has knowledge of selected literary-analytical phenomena, which can be identified and critically evaluated in literary texts. The student has acquired the basics of professional reading of a fiction text with emphasis on its structure, structure and artistic value, understands its specifics, actively seeks new possibilities in approaching it. Knows and is able to interpret a literary text in a synchronic and diachronic process and in relation to other types of art. Can also work with different possible interpretations of the text in school practice. Based on the analytical and critical approach to the literary text in the analytical-interpretation section, the student has developed transferable competencies with a focus on critical thinking and reasoning in context. As a result of solving specific assignments and constructing their own interpretations of literary texts, the student's communicative and digital competences are developed. The student is able to readily perceive the interpretations of literature that follow in the subsequent years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. A number of transferable skills are also consolidated and developed, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further Bachelor's and then Master's studies, but also

to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

Class syllabus:

1. Possibilities of interpretation of literature. Basic methods, procedures and aspects in the analysis of a literary text. Author, text, reader. Theory of interpretation and its application in practice.
2. Principles of internal construction of a literary work. Transformations of genres.
3. Character system of a literary work (language, style, tropes, figures).
4. Components of the thematic construction of an artistic text. Composition of a literary work of fiction.
5. Structure of a prose text. Epic prose as a plot type of functional verbal expression. Epic narration. Literary character.
6. Structure of a dramatic text. Speech in drama, plot and characterization function of protagonists.
7. Verse systems in poetry. Prosodic features and verse. Rhythm and rhythmic structure of verse.
8. The temporal versification system and its realization in Latin humanism and in the Bernese language.
9. The syllabic versification system and its verse modifications, syllabic verse in older Slovak poetry and in Romantic poetry.
10. Syllabotonic versification verse system and its modifications, syllabotonic verse of the Star-Slavic period.
11. Decanonization of verse in the poetry of the 20th and 21st centuries.

The course curriculum covers a spectrum of cross-cutting and specialized literary knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge of literary text analysis. The stratification of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesizing skills about the literary and literary-analytic context. The student will have analytical-interpretive experience with specific literary texts and will be able to translate theoretical information about a work into interpretive skills. In this course, the student will deepen and develop knowledge of the possibilities of interpreting literature, will be able to orient himself/herself in basic literary-analytical methods, and will be able to implement various procedures and aspects in the analysis of a literary text. The student will be able to explain the process of literary communication, to perceive the text as a communicative message and to understand the position of the author as the creator of the literary text and the reader as the recipient of the literary work. They will be able to describe the steps leading, through analysis and interpretation, to the recognition of a literary text. The student will be able to clarify the internal form of a literary work. The student will be familiar with the different literary genres and will be able to identify their development and transformation in the context of the history of literature. The student will be able to clarify the language and style of a literary work and identify the means of expression of fiction. The student will be able to name the components of the thematic construction of a fiction text. The student will be able to analyze a prose text, clarify the issues of plot and storyline, describe the setting of an epic work, explain the category of narrator, and define a literary character. The student will learn about the structure of a dramatic text, the compositional aspects and structure of drama, and the language in a dramatic work. The student will recognize verse systems in poetry and will be able to demonstrate, through specific examples, the rhyming, syllabic, and syllabotonic versification systems and their implementation in various historical periods of literary development. The student will understand the transformations of verse in 20th and 21st century poetry and will be able to subject them to literary analysis. The student will deepen and develop knowledge of literary concepts along with practical examples, which they will then be able to apply to their own literary

analysis of the text. The student will be able to assess the value of a literary work in a literary-historical context in the analysis and will be able to point out the importance of knowing the wider context, time, social situation, etc. He/she will learn to justify and apply various methodological approaches to literary analysis, acquire analytical and interpretive skills in working with a fiction text and be able to evaluate its artistic contribution. The student will be able to develop his/her analytical skills with an emphasis on independent and creative work. They will acquire appropriate techniques for analysing a literary text and develop their interpretative skills and critical thinking. On the basis of the acquired knowledge and skills, he/she will be able to express his/her attitude and interpret knowledge, apply analytical-interpretive competences to other literary texts, point out the interrelationships between them and reflect on new possibilities of literary analysis. The student will not only be prepared to deepen and develop them in further Bachelor's and then Master's studies, but will also be able to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using the appropriate and appropriate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy. The student will be competent in the use of digital technologies in the teaching of literature.

Recommended literature:

Compulsory readings:

BÍLEK, P. A. 2003. Hledání jazyka interpretace. Brno: Host. 360 s. ISBN 80-7294-080-5. (selected sections)

ŠTRAUS, F. 2007. Poézia a verš: (verzologické praktikum). Bratislava: Vydavateľstvo Spolku slovenských spisovateľov. 334 s. ISBN 978-80-8061-287-0. (selected sections)

Recommended readings:

BRTÁŇOVÁ, E. 2012. Na margo staršej literatúry. Zo žánrovej problematiky 11. – 18. storočia. Bratislava: Ústav slovenskej literatúry SAV – Kalligram. 294 s. ISBN 978-80-8101-678-3. (selected chapters)

HARPÁŇ, M. 2009. Teória literatúry. Bratislava: ESA. 283 s. ISBN 978-80-85684-69-8. (selected chapters)

ŠRANK, J. 2017. Kontexty konceptualizmu (paragrafománia). In: Vlna, roč. 19, č. 70, s. 54 – 59.

ŠRANK, J. 2000. Poéme fatal (text generation – zvodcovia zmyslu). Príspevok k skúmaniu slovenskej poézie deväťdesiatych rokov. In: Romboid, roč. 35, č. 6, s. 19 – 30.

ŽEŇUCH, P. 2015. K dejinám cyrilskej písomnej kultúry na Slovensku. Nitra: Univerzita Konštantína Filozofa. 175 s. ISBN 978-80-558-0740-9 . (selected sections)

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 379

A	ABS	B	C	D	E	FX
53,03	0,0	24,8	9,76	5,28	3,17	3,96

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde011/22	Application of digital technologies in the subject of pedagogy

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: 4

Recommended semester: 5.

Educational level: I.

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

Course requirements:
Prerequisites for passing the course: 100% pass mark.
Assessment: consists of an interim and a final assessment (50+50 points).
The interim evaluation consists of:
- from a critical analysis of foreign and domestic literary sources, which will be used to select specific DT and software applications and to select the possibilities of their application in the teaching of pedagogy (20 points),
- the creation of a concept/formulation of partial components of a semester project using selected DT and software applications in teaching pedagogy (30 points).
The final assessment consists of: completion of a proposal of a semester project concept using the selected DT and software applications in teaching pedagogy and preparation for the presentation - 50 points.
The semester project consists of: the creation of a project according to a set structure for 80b. It includes the creation of an idea/problem, project planning, project implementation, evaluation and self-reflection of the project using the selected DT(s) and software applications in teaching pedagogy = its oral presentation by students (micro-output) 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 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.
Learning objectives and outcomes:
By completing the course Online Teaching Tools and Fundamentals of E-Learning, the student should:
- to get an overview of the available DT and software applications in the focus on teaching pedagogy,
- Gain knowledge of both the effective use of DT and software applications and the techniques and methodologies for their successful integration in a pedagogy teaching focus,
- to acquire basic competences in the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education with the use of supporting software applications,
- to acquire basic competences with design, creation of new interactive forms of teaching materials through selected DT and software applications in teaching pedagogy.
Transferable competences: students apply the acquired knowledge and competences in the use of modern DT and software applications for electronic support of teaching pedagogy primarily through their own creative activity and in their future school practice.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the course Online Teaching Tools and Fundamentals of E-Learning, the student should:
- to get an overview of the available DT and software applications in the focus on teaching pedagogy,
- Gain knowledge of both the effective use of DT and software applications and the techniques and methodologies for their successful integration in a pedagogy teaching focus,
- to acquire basic competences in the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education with the use of supporting software applications,
- to acquire basic competences with design, creation of new interactive forms of teaching materials through selected DT and software applications in teaching pedagogy.

Transferable competences: students apply the acquired knowledge and competences in the use of modern DT and software applications for electronic support of teaching pedagogy primarily through their own creative activity and in their future school practice.

Class syllabus:

Brief outline of the course:
Brief introduction to the development, current situation and estimation of future trends in the field of DT and software applications at the relevant educational levels. Programs and tools for creating teaching materials for teaching pedagogy. Possibilities and methodology of creating educational materials through selected DT and software applications in teaching pedagogy. Design, creation and evaluation, self-reflection of the created semester project in the focus on teaching pedagogy. Methodology of presenting (teaching) in the online environment. Oral presentation by students (micro-presentation).
Due to the rapid production of new software usable in the pedagogical process, the specific content structure of the course will be adapted to the current requirements of practice and students.

Recommended literature:

Recommended reading:
BRESTENSKÁ, B. a kol. 2020. Inovatívne učenie s podporou digitálnych technológií – vysokoškolská učebnica pre študentov učiteľského štúdia. UK v Bratislave, 2020. ISBN 978-80-223-4927-7. Dostupné na internete: https://www.researchgate.net/profile/Beata-Brestenska/publication/348298290_BrestenskaB_a_kol_Inovativne_ucenie_s_podporou_digitalnych_technologii/links/5ff6ebc245851553a026e870/BrestenskaB-a-kol-Inovativne-ucenie-s-podporou-digitalnych-technologii.pdf (31-1-2022).
Doplňujúce študijné texty k vzdelávaciemu obsahu disciplíny budú študentom pravidelných časových intervaloch sprístupňované v elektronickej forme prostredníctvom univerzitného LMS Moodle.
KORMANCOVÁ, KOPÁSKOVÁ, I. 2015. Digitálne kompetencie učiteľa strednej školy. Bratislava: MPC, 2015. Dostupné na internete: https://mpc-edu.sk/sites/default/files/projekty/vystup/16_ops_kormancova_kopaskova_ivana_-_digitalne_kompetencie_ucitela_strednej_skoly.pdf (31-1-2022).
LABJAKOVÁ, I. (2019). Interaktívna tabuľa v edukačnom procese, 1. vyd., Bratislava: Metodicko-pedagogické centrum v Bratislave, 2019, 100 s., ISBN 978-80-565-1444-3
Mayer, K. 2019. DIGITÁLNE TECHNOLÓGIE AKO EFEKTÍVNY NÁSTROJ PEDAGÓGA V KONTEXTE REŠPEKTOVANIA OSOBNOSTI UČIACEHO SA. In: Edukácia (vedecko-odborný časopis), ročník 3, číslo 2, 2019. ISSN 1339-8725 https://www.upjs.sk/public/media/21787/Mayer.pdf
Učíme online - Digitálne nástroje pre podporu online vzdelávania (metodická príručka spracovaná v rámci projektu a vďaka podpore Európskeho sociálneho fondu a Európskeho fondu regionálneho rozvoja v rámci OP ĽZ). IT akadémia. Dostupné na: https://itakademia.sk/wp-content/uploads/2020/08/Digitalne_nastroje_pre_podporu_online_vzdelavania.pdf (31-1-2022).
ZÁHOREC, J. (2021). Inovatívne digitálne riešenia v školskej edukácii žiakov. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 141 strán, ISBN 978-80-223-5121-8. [Vyšlo ako elektronická publikácia].
ZÁHOREC, J. – HAŠKOVÁ, A. – MUNK, M. (2020). Digitálna gramotnosť učiteľov v kontexte ich profesijnej prípravy. Bratislava : Univerzita Komenského v Bratislave, 1. vydanie. Rozsah vytlačenej publikácie 225 strán, rozsah vrátane časti príloh 305 strán, ISBN 978-80-223-4882-9.

Languages necessary to complete the course:

slovak language and czech language

Notes:

Past grade distribution
Total number of evaluated students: 69

A	ABS	B	C	D	E	FX
76,81	0,0	13,04	4,35	1,45	1,45	2,9

Lecturers: doc. PaedDr. Ján Záhorec, PhD., Mgr. Adriana Poliaková, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde021/22	Basics of proofreading and editing

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 per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:11 x 2 hours of direct teaching = 22 hours; 19 hours of continuous preparation for classes, including study of literature, 19 hours of work on semester project.
Total 60 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, simulation of practice, e-learning, teaching of the subject by a practitioner, guided self-study

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments and practical assignments in seminars (50 points);
• completion of a semester project based on a simulated sequence of proofreading work on a manuscript (50 points).
The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum score of 60 % is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who obtains less than 60 % of the points for any component of the assessment (micro-assignments and practical assignments: less than 30 points, semester project: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of proofreading and editing issues to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the acquired knowledge excellently in proofreading and editing activities, has the ability to solve individual tasks and assignments independently and

imaginatively, also in a broader linguistic, literary and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of proofreading and editing issues to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired knowledge very well in proofreading and editing activities, has the ability to solve individual tasks and assignments independently and in a broader linguistic, literary and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of proofreading and editing issues to the required extent, organises the facts presented appropriately and makes mistakes only in places, can reliably apply the acquired knowledge in proofreading and editing activities, reliably solves individual tasks and assignments independently, and has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of proofreading and editing issues to the required extent, shows some deficiencies in the arrangement of facts, can apply the acquired knowledge satisfactorily in proofreading and editing activities, solves individual tasks and assignments satisfactorily and mostly independently, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of proofreading and editing issues to the required extent and significant deficiencies in the organisation of facts, can apply the acquired knowledge minimally in proofreading and editing activities, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of proofreading and editing issues to the required extent, does not know the facts and their logical connections, cannot apply the knowledge gained in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student has a basic knowledge of contemporary book culture in Slovakia from 1989 to today. The student has acquired knowledge about the book as a medium, about the forms and infrastructure of Slovak book culture and the book market, and about the publishing and editorial preparation of a manuscript for book publication. He/she has acquired and verified in simulated practice the principles, procedures, means and aids of proofreading and editing, while having developed linguistic and literary knowledge and skills. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments. He/she is prepared to deepen and develop the acquired knowledge and skills in his/her Master's studies and is also able to use and creatively apply them in the school environment in the position of a teaching assistant as well as for the needs of the publishing environment. The student has developed the competence to independently expand his/her knowledge and the ability to identify and evaluate broader contexts of professional issues. The student has also acquired a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. The book, its definition, parts and forms.
2. Book culture in Slovakia after 1989.
3. Book market in Slovakia after 1989.
4. Manuscript preparation for publication.

5. Editorial preparation of the manuscript.
6. Proofreader as a subject of editorial preparation of the manuscript, his/her competence, working means and aids.
7. Proofreader's marks.
8. Tools for digital revision of the text.
9. First proofreading.
10. Page proofreading.
11. Proofreading and editing of accompanying texts.
The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops the student's knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her linguistic and literary knowledge. The knowledge of all levels of the Slovak language system will be used in connection with the knowledge of literary theory, the developmental differentiation of literature and its genre-thematic forms when applied to the activities falling within the scope of proofreading and editing. The student will deepen and develop knowledge about book culture and the book market in Slovakia after 1989, about the book as a material medium of text and its publishing and editorial preparation, about the scope of the proofreader, his/her working means and aids, tools and procedures for classical and digital revision of text. The student will be prepared to deepen and develop this knowledge in the Master's degree and to use and creatively apply it in the school environment in the publishing environment also with regard to school practice. The course will lead the student to actively acquire information and effectively use knowledge and skills in Slovak language and literature. It will develop the student's skill in applying linguistic and literary knowledge in practical proofreading and editing activities. It will consolidate and develop his/her skill in formulating and defending arguments, stimulate his/her skill in proposing and implementing solutions to practical problems on the basis of facts and arguments, modifying his/her knowledge in doing so and creatively using appropriate and adequate procedures. In the course, the student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4. vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.
RÁCOVÁ, V. 2021. Základy editorstva 1. Nitra: Univerzita Konštantína Filozofa v Nitre. 155 s. ISBN 978-80-558-1689-0. (selected chapters)

Recommended readings:

PISTORIUS, V. 2019. Jak se dělá kniha. 4. vyd. Příbram: Pistorius & Olšanská. 288 s. ISBN 978-80-87053-50-8. (selected chapters)
ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského. 114 s. ISBN 978-80-223-4041-0.

Languages necessary to complete the course:

Slovak, 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: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde021/22	Basics of proofreading and editing

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 per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:11 x 2 hours of direct teaching = 22 hours; 19 hours of continuous preparation for classes, including study of literature, 19 hours of work on semester project.
Total 60 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, simulation of practice, e-learning, teaching of the subject by a practitioner, guided self-study

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments and practical assignments in seminars (50 points);
• completion of a semester project based on a simulated sequence of proofreading work on a manuscript (50 points).
The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum score of 60 % is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who obtains less than 60 % of the points for any component of the assessment (micro-assignments and practical assignments: less than 30 points, semester project: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of proofreading and editing issues to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the acquired knowledge excellently in proofreading and editing activities, has the ability to solve individual tasks and assignments independently and

imaginatively, also in a broader linguistic, literary and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of proofreading and editing issues to the required extent, arranges the facts presented logically, with only minor errors, can apply the acquired knowledge very well in proofreading and editing activities, has the ability to solve individual tasks and assignments independently and in a broader linguistic, literary and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of proofreading and editing issues to the required extent, organises the facts presented appropriately and makes mistakes only in places, can reliably apply the acquired knowledge in proofreading and editing activities, reliably solves individual tasks and assignments independently, and has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of proofreading and editing issues to the required extent, shows some deficiencies in the arrangement of facts, can apply the acquired knowledge satisfactorily in proofreading and editing activities, solves individual tasks and assignments satisfactorily and mostly independently, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of proofreading and editing issues to the required extent and significant deficiencies in the organisation of facts, can apply the acquired knowledge minimally in proofreading and editing activities, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of proofreading and editing issues to the required extent, does not know the facts and their logical connections, cannot apply the knowledge gained in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student has a basic knowledge of contemporary book culture in Slovakia from 1989 to today. The student has acquired knowledge about the book as a medium, about the forms and infrastructure of Slovak book culture and the book market, and about the publishing and editorial preparation of a manuscript for book publication. He/she has acquired and verified in simulated practice the principles, procedures, means and aids of proofreading and editing, while having developed linguistic and literary knowledge and skills. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments. He/she is prepared to deepen and develop the acquired knowledge and skills in his/her Master's studies and is also able to use and creatively apply them in the school environment in the position of a teaching assistant as well as for the needs of the publishing environment. The student has developed the competence to independently expand his/her knowledge and the ability to identify and evaluate broader contexts of professional issues. The student has also acquired a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. The book, its definition, parts and forms.
2. Book culture in Slovakia after 1989.
3. Book market in Slovakia after 1989.
4. Manuscript preparation for publication.

5. Editorial preparation of the manuscript.
6. Proofreader as a subject of editorial preparation of the manuscript, his/her competence, working means and aids.
7. Proofreader's marks.
8. Tools for digital revision of the text.
9. First proofreading.
10. Page proofreading.
11. Proofreading and editing of accompanying texts.
The course curriculum covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops the student's knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her linguistic and literary knowledge. The knowledge of all levels of the Slovak language system will be used in connection with the knowledge of literary theory, the developmental differentiation of literature and its genre-thematic forms when applied to the activities falling within the scope of proofreading and editing. The student will deepen and develop knowledge about book culture and the book market in Slovakia after 1989, about the book as a material medium of text and its publishing and editorial preparation, about the scope of the proofreader, his/her working means and aids, tools and procedures for classical and digital revision of text. The student will be prepared to deepen and develop this knowledge in the Master's degree and to use and creatively apply it in the school environment in the publishing environment also with regard to school practice. The course will lead the student to actively acquire information and effectively use knowledge and skills in Slovak language and literature. It will develop the student's skill in applying linguistic and literary knowledge in practical proofreading and editing activities. It will consolidate and develop his/her skill in formulating and defending arguments, stimulate his/her skill in proposing and implementing solutions to practical problems on the basis of facts and arguments, modifying his/her knowledge in doing so and creatively using appropriate and adequate procedures. In the course, the student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4. vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.
RÁCOVÁ, V. 2021. Základy editorstva 1. Nitra: Univerzita Konštantína Filozofa v Nitre. 155 s. ISBN 978-80-558-1689-0. (selected chapters)

Recommended readings:

PISTORIUS, V. 2019. Jak se dělá kniha. 4. vyd. Příbram: Pistorius & Olšanská. 288 s. ISBN 978-80-87053-50-8. (selected chapters)
ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského. 114 s. ISBN 978-80-223-4041-0.

Languages necessary to complete the course:

Slovak, 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: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde029/22	**Course title:** Basics of the first aid
Educational activities: **Type of activities:** practicals **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

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

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

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

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

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

Languages necessary to complete the course:
slovak language

Notes:

Past grade distribution
Total number of evaluated students: 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde027/22	Child and adolescents in life crisis situations

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 with an evaluation, the ratio of the interim and final evaluation is 100/0. The task of the students is to prepare an interim seminar paper (maximum 40 points). The students present and discuss their seminar work in a group, followed by a colloquial assessment in the form of a class discussion. Active communication and the ability for healthy reflection and self-reflection are assessed (max. 20 points). The assessment will also include a mid-term test on the material covered (max. 40 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 - 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).
Weighting of intermediate/final assessment: 100/0
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 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:
The aim of the course Children and Adolescents in Crisis Life Situations is to provide students with knowledge about possible crisis situations of children and adolescents and their implications for the educational process in school.
By completing the course
- Students will gain an overview of the crisis situations that the current generation of children and youth is going through and the impact that different types of crises leave in the area of emotionality, behaviour and actions of the child/pupil/pupils, which, of course, also affects the whole area of their upbringing and education;
- acquire the ability to detect warning signs of possible danger to the pupil/pupils, the ability to implement crisis intervention and to cooperate with other institutions and the family in resolving crisis situations;
- they know how to apply the knowledge in an educational context in order to preventively strengthen pupils' resilience to psychological stress and develop their personality strengths.
Transferable competences: improving communication skills, critical thinking and contextual reasoning.

Class syllabus:
Brief outline of the course:
1. Terminological definitions- life crisis, stressful situation, emotional loss, disasters/natural calamities, hurtful events.
2. Classification, development, course of life crises. Specifics of crises in children and adolescents. Psychological, somatic and social consequences of unprocessed crisis events on a person's life. First aid in a crisis situation.
3. Crisis situations related to the family environment. Relational crisis - disruption or loss of relationship (divorce and separation of parents, death in the family) ; Material loss - loss of housing and/or employment of parents. Alcoholism, drugs and violence in the family;
4. 4. Peer and school-related crisis situations - non-acceptance to school; loss of position and role in the group, exclusion from the group; bullying and cyberbullying; peer violence. Adolescent partnership and sexuality as a source of crisis.
5. Intrapsychic crisis - loss of expectations, plans, ideals. Psychospiritual crisis in adolescents.
6. Self-harm (self-mutilation) in children and adolescents. Warning signs and signs. Prevalence, causes and consequences.
7. Specifics of suicidal (suicidal) behavior in children and adolescents. Warning signs of suicidal threat. Crisis intervention in case of suicide attempt.

8. Possibilities of cooperation between the teacher and other institutions and the family in dealing with crisis situations.
9. Crisis intervention and its phases - initiation, implementation and termination of the intervention.
10. Forms of crisis intervention - direct face-to-face assistance , distance (telephone, chat, e-mail, etc.), outreach services - outpatient and residential.
11. Resilience to psychological distress as crisis prevention; development of personality strengths; resilience development techniques.

Recommended literature:

Reference sources:
Required reading:
Špatenková N. a kol. 2017. Krize a krizová intervence. 1.vyd. Grada: Praha. 288 s. ISBN 978-80-247-5327-0
Recommended reading:
Derková, J. 2014. Rodinná terapia v praxi. 2.dopl.vydanie. Bratislava : Radosť, 278 s. ISBN 978-80-971319-1-3.
Ferková, Š. 2013. Učiteľ a jeho úloha pri riešení sebapoškodzovania žiakov. In Evropské pedagogické fórum. Hradec Králové : Magnanimitas, 2013. ISBN 978-80-905243-9-2.
Ferková, Š. 2013. Úloha školy v prevencii samovrážd u detí a dospievajúcich. In Sociálnopedagogické štúdie. Bratislava : UK, 2013. ISBN 978-80-223-3360-3.
Jedlička, R. a kol. 2004. Děti a mládež v obtížných životních situacích. Praha : Themis, 2004. ISBN 80-7312-038-0.
Lukšík, I., Lemešová, M. 2013. Deti v ťažkých životných situáciách. Trnava : Universitatis Tyrnaviensis, 2013. ISBN 978-80-8082-762-5.

Languages necessary to complete the course:
slovak and czech

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. PaedDr. Jitka Derková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde027/22	Child and adolescents in life crisis situations

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 with an evaluation, the ratio of the interim and final evaluation is 100/0. The task of the students is to prepare an interim seminar paper (maximum 40 points). The students present and discuss their seminar work in a group, followed by a colloquial assessment in the form of a class discussion. Active communication and the ability for healthy reflection and self-reflection are assessed (max. 20 points). The assessment will also include a mid-term test on the material covered (max. 40 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 - 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).
Weighting of intermediate/final assessment: 100/0
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 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:
The aim of the course Children and Adolescents in Crisis Life Situations is to provide students with knowledge about possible crisis situations of children and adolescents and their implications for the educational process in school.
By completing the course
- Students will gain an overview of the crisis situations that the current generation of children and youth is going through and the impact that different types of crises leave in the area of emotionality, behaviour and actions of the child/pupil/pupils, which, of course, also affects the whole area of their upbringing and education;
- acquire the ability to detect warning signs of possible danger to the pupil/pupils, the ability to implement crisis intervention and to cooperate with other institutions and the family in resolving crisis situations;
- they know how to apply the knowledge in an educational context in order to preventively strengthen pupils' resilience to psychological stress and develop their personality strengths.
Transferable competences: improving communication skills, critical thinking and contextual reasoning.

Class syllabus:
Brief outline of the course:
1. Terminological definitions- life crisis, stressful situation, emotional loss, disasters/natural calamities, hurtful events.
2. Classification, development, course of life crises. Specifics of crises in children and adolescents. Psychological, somatic and social consequences of unprocessed crisis events on a person's life. First aid in a crisis situation.
3. Crisis situations related to the family environment. Relational crisis - disruption or loss of relationship (divorce and separation of parents, death in the family) ; Material loss - loss of housing and/or employment of parents. Alcoholism, drugs and violence in the family;
4. 4. Peer and school-related crisis situations - non-acceptance to school; loss of position and role in the group, exclusion from the group; bullying and cyberbullying; peer violence. Adolescent partnership and sexuality as a source of crisis.
5. Intrapsychic crisis - loss of expectations, plans, ideals. Psychospiritual crisis in adolescents.
6. Self-harm (self-mutilation) in children and adolescents. Warning signs and signs. Prevalence, causes and consequences.
7. Specifics of suicidal (suicidal) behavior in children and adolescents. Warning signs of suicidal threat. Crisis intervention in case of suicide attempt.

8. Possibilities of cooperation between the teacher and other institutions and the family in dealing with crisis situations.
9. Crisis intervention and its phases - initiation, implementation and termination of the intervention.
10. Forms of crisis intervention - direct face-to-face assistance , distance (telephone, chat, e-mail, etc.), outreach services - outpatient and residential.
11. Resilience to psychological distress as crisis prevention; development of personality strengths; resilience development techniques.

Recommended literature:

Reference sources:
Required reading:
Špatenková N. a kol. 2017. Krize a krizová intervence. 1.vyd. Grada: Praha. 288 s. ISBN 978-80-247-5327-0
Recommended reading:
Derková, J. 2014. Rodinná terapia v praxi. 2.dopl.vydanie. Bratislava : Radosť, 278 s. ISBN 978-80-971319-1-3.
Ferková, Š. 2013. Učiteľ a jeho úloha pri riešení sebapoškodzovania žiakov. In Evropské pedagogické fórum. Hradec Králové : Magnanimitas, 2013. ISBN 978-80-905243-9-2.
Ferková, Š. 2013. Úloha školy v prevencii samovrážd u detí a dospievajúcich. In Sociálnopedagogické štúdie. Bratislava : UK, 2013. ISBN 978-80-223-3360-3.
Jedlička, R. a kol. 2004. Děti a mládež v obtížných životních situacích. Praha : Themis, 2004. ISBN 80-7312-038-0.
Lukšík, I., Lemešová, M. 2013. Deti v ťažkých životných situáciách. Trnava : Universitatis Tyrnaviensis, 2013. ISBN 978-80-8082-762-5.

Languages necessary to complete the course:
slovak and czech

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. PaedDr. Jitka Derková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-VUZde031/22	**Course title:** Child biological development and school hygiene
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3., 5.	
Educational level: I.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

The subject is finished:

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

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

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

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

The rating is awarded on a scale:

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

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

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

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

Class syllabus:

Brief outline of the course:

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

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

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

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

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

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

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

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

Recommended literature:

Recommended reading:

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

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

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: Mgr. Mária Fuchsová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde031/22	Colloquium on selected issues of upbringing 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

Number of credits: 5

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an examination. The weighting of the interim and final assessment is 50/50.
The intermediate assessment (50%) consists of an assessment of the student's ability to identify and clearly explain the essence of the selected current problem in the field of education and training (maximum 3 points), to identify and describe the current state of the solution to the selected problem in educational theory and practice (maximum 5 points), to analyse and critically evaluate the proposed solutions (maximum 5 points), to formulate his/her own conclusions and recommendations for practice, including their argumentation (maximum 3 points), and the ability to manage the discussion of the selected problem (maximum 4 points). The maximum possible number of points in the intermediate assessment is 20.
The final assessment (50%) consists of an examination grade for an essay on a selected issue in the field of education. The maximum possible number of points for the essay is 20.
For successful completion of the course it is necessary to obtain at least 60% of the points (24 points).
The overall grade is awarded on a grading scale:
A (40-37 points) - excellent (outstanding results),
B (36-33 points) - very good (above average standard),
C (32-30 points) - good (average results),
D (29-27 points) - satisfactory (acceptable results),
E (26-24 points) - sufficient (results meet the minimum criteria),
FX (23-0 points) - underperforming (unacceptable results).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes:
Upon completion of the course, students will be able to identify current issues in education. They will be able to search, analyse and critically evaluate relevant information sources that describe, analyse and evaluate current issues in education. Students will be able to present and discuss their findings clearly and comprehensibly.
Transferable competences: in presenting and discussing their findings in seminars, students will develop their communication, lecturing and metacognitive skills. Students will also be able to present selected current issues in education and their analysis and evaluation through an essay. 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:
Identification of current problems of education and training and examination of the current state of their solution. Collecting, analysing and evaluating information on the problems under study. Preparing and managing the presentation and discussion of selected issues. Creating an essay.

Recommended literature:
Recommended reading:
According to the selected current topics and according to the teacher's recommendations

Languages necessary to complete the course:
slovak language

Notes:
teaching of the subject is provided by teachers who are dedicated to the current issues of education and education and research of the subject is part of their research and publication activities

Past grade distribution
Total number of evaluated students: 17

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

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., PaedDr. Eva Labudová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde025/22	Communication and presentation skills

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 20 hours include preparation for seminars and self-study of literature on individual topics; 18 hours of preparation for the presentation of a professional text; 60 hours of student work in total.
Teaching methods: explanation, demonstration, work with text, colloquium, discussion, presentation, guided self-study, e-learning

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student receives a grade based on the presentation of a professional topic according to the assignment and observing all the rules of reference to the presented sources and presentation acoustic and kinetic principles, to the information-technological means and to the principles of the chosen type of educational discourse (100 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 60 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of the background and means of professional communication in the educational environment and in professional communication, logically arranges the presented facts, can apply the acquired knowledge excellently and adapt the working procedures in the field of professional communication in the educational environment and in professional communication, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has very good knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, logically arranges the facts

presented, can apply the acquired knowledge well and adapt the working procedures in the field of professional communication in the educational environment and in professional communication in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, logically arranges the presented facts, the acquired knowledge from the area focused on the production of a professional text can be reliably applied and adapted to the working procedures from the field of professional communication in the educational environment and in professional communication in school practice, reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the foundations and means of professional communication in the educational environment and in professional communication in the required range, logically arranges the presented facts, the acquired knowledge and existing working practices in the field of professional communication in the educational environment and in professional communication can be applied in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge about the foundations and means of professional communication in the educational environment and in professional communication in the required range, has deficiencies in the arrangement of facts, can apply the acquired knowledge in the field of professional communication in the educational environment and in professional communication in school practice, solves individual tasks and assignments at a sufficient level, has minimal skills for further learning;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, does not know the facts and their logical connections, cannot apply knowledge of professional communication in the educational environment and in professional communication in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

The main learning outcomes of the course include the student's skills in the correct orientation in the methods of presentation of professional resources in the field of their study. In accordance with the requirements of linguistic culture and correct speech communication, the student is able to observe the principles of ethics, critical thinking in the creation of speech communication, has acquired skills in the use of information and presentation technologies and forms of making information available to students, lay and professional public. The acquired skills in managing discursive communicative contexts can be used in correct and linguistically correct professional and school educational and wider communicative practice.
The student has the acquired skills to perceive, use and develop the principles of professional communication in educational settings and in professional communication in subsequent years of his/her studies. The student is prepared to deepen and develop these knowledge and skills in further bachelor's and then master's studies and is able to creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey essential knowledge in the field of professional communication to the general public and lay recipients. On the basis of problem solving tasks, the student has acquired the skills to actively acquire further information and use it in solving

practical tasks in the field using appropriate and adequate procedures. The student has the skills to communicate facts and concepts and to formulate and defend his/her views in an argumentative manner. The student has the competence to independently extend his/her knowledge and appreciate the wider contexts of issues in the production of a professional text. They have also developed a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

Class syllabus:

1. Background and assumptions of professional and everyday communication practice in school practice.
2. Fundamentals of professional communication: communication situation, speaker, listener, audience.
3. The acoustic component of the speaker's speech.
4. Kinetic component of the oratorical speech.
5. Selecting a topic, creating a presentation, and preparing for a rhetorical speech.
6. Differentiation of professional communication speeches: monological and dialogical communication speeches.
7. The expressive components of a rhetorical speech.
8. Selected types of rhetorical speeches from the point of view of school practice.
9. Instructional discursive communication skills.
10. Presentation of artistic and professional text, preparation of comments on exhibitions and presentations.
11. Linguistic culture and correctness of rhetorical expression.

The aim of the course will be to acquire basic knowledge of the foundations and means of professional communication in the educational environment and in professional communication. The student will acquire a basic orientation in individual types of professional and popular communication of monological and dialogical character. The student will gain knowledge of the acoustic and kinetic components of oratory and the means of expression used in individual types of professional presentation and communication. The course will develop the student's information and methodological literacy, methodological and expressive skills.

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field.

The thematic stratification of the course will provide a basic overview of the creation, emergence and implementation of professional communication with an emphasis on the acquisition and development of communication skills in the educational environment, in school practice, and in professional and verbal-artistic events that the future graduate may encounter in the school environment. The student will gain an overview of the rules of creating a professional communication aimed at the needs of the educational process as well as for presentations of papers, professional activities and the defence of final theses. The course will develop skills focused on speech and presentation communication in a variety of communication situations. Emphasis on developing communication and presentation skills will be based on current needs focused on ways of communicating knowledge to pupils, students and a wider range of lay and professional audiences. The current increasingly high demands placed on communication and presentation skills will require a responsive mastery of not only information and communication technologies, which will enable the operative communication and application of new knowledge and information in the field to a contemporary recipient. Therefore, the seminars will provide space mainly for the presentation of selected professional topics in the form of lectures, poster and powerpoint presentations, which will be necessary for the preparation of the educational process and for the successful course of the final thesis defences. The course will also focus on the acquisition of

skills in the field of organising verbal-artistic and professional events, seminars, presentations and exhibitions.
The student will not only be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor's and then master's studies, but will also be able to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader. The student will consolidate and develop communication competences and the ability to take responsibility for the quality of his/her work and the principles of cultivated communication, authorial ethics and his/her own education. The student will develop and consolidate a sense of socially responsible behaviour and value pluralistic attitudes. The student will be competent in the use of digital technologies in school practice.

Recommended literature:

Compulsory readings:

MISTRÍK, J.: 1987. Rétorika, 3. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 207 s.
SLANČOVÁ, D. 2021. Základy praktickej rétoriky. Prešov: Náuka, 2001. 211 s. ISBN 80-89038-04-2.

Recommended readings:

ŽEŇUCH, P. 2010. Pramene byzantskej tradície na Slovensku. K výstave z príležitosti Roka kresťanskej kultúry 2010. Bratislava: Slovenský komitét slavistov – Slavistický ústav Jána Stanislava SAV v spolupráci s Národným osvetovým centrom. 72 s. ISBN 978-80-89489-00-8. Available on: http://slavu.sav.sk/publikacie/vystava_bulletin.pdf

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
56,82	0,0	31,82	0,0	0,0	0,0	11,36

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde025/22	Communication and presentation skills

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 20 hours include preparation for seminars and self-study of literature on individual topics; 18 hours of preparation for the presentation of a professional text; 60 hours of student work in total.
Teaching methods: explanation, demonstration, work with text, colloquium, discussion, presentation, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student receives a grade based on the presentation of a professional topic according to the assignment and observing all the rules of reference to the presented sources and presentation acoustic and kinetic principles, to the information-technological means and to the principles of the chosen type of educational discourse (100 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 60 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of the background and means of professional communication in the educational environment and in professional communication, logically arranges the presented facts, can apply the acquired knowledge excellently and adapt the working procedures in the field of professional communication in the educational environment and in professional communication, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has very good knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, logically arranges the facts

presented, can apply the acquired knowledge well and adapt the working procedures in the field of professional communication in the educational environment and in professional communication in school practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, logically arranges the presented facts, the acquired knowledge from the area focused on the production of a professional text can be reliably applied and adapted to the working procedures from the field of professional communication in the educational environment and in professional communication in school practice, reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the foundations and means of professional communication in the educational environment and in professional communication in the required range, logically arranges the presented facts, the acquired knowledge and existing working practices in the field of professional communication in the educational environment and in professional communication can be applied in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge about the foundations and means of professional communication in the educational environment and in professional communication in the required range, has deficiencies in the arrangement of facts, can apply the acquired knowledge in the field of professional communication in the educational environment and in professional communication in school practice, solves individual tasks and assignments at a sufficient level, has minimal skills for further learning;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the background and means of professional communication in the educational environment and in professional communication to the required extent, does not know the facts and their logical connections, cannot apply knowledge of professional communication in the educational environment and in professional communication in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

The main learning outcomes of the course include the student's skills in the correct orientation in the methods of presentation of professional resources in the field of their study. In accordance with the requirements of linguistic culture and correct speech communication, the student is able to observe the principles of ethics, critical thinking in the creation of speech communication, has acquired skills in the use of information and presentation technologies and forms of making information available to students, lay and professional public. The acquired skills in managing discursive communicative contexts can be used in correct and linguistically correct professional and school educational and wider communicative practice.
The student has the acquired skills to perceive, use and develop the principles of professional communication in educational settings and in professional communication in subsequent years of his/her studies. The student is prepared to deepen and develop these knowledge and skills in further bachelor's and then master's studies and is able to creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey essential knowledge in the field of professional communication to the general public and lay recipients. On the basis of problem solving tasks, the student has acquired the skills to actively acquire further information and use it in solving

practical tasks in the field using appropriate and adequate procedures. The student has the skills to communicate facts and concepts and to formulate and defend his/her views in an argumentative manner. The student has the competence to independently extend his/her knowledge and appreciate the wider contexts of issues in the production of a professional text. They have also developed a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

Class syllabus:

1. Background and assumptions of professional and everyday communication practice in school practice.
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4. Kinetic component of the oratorical speech.
5. Selecting a topic, creating a presentation, and preparing for a rhetorical speech.
6. Differentiation of professional communication speeches: monological and dialogical communication speeches.
7. The expressive components of a rhetorical speech.
8. Selected types of rhetorical speeches from the point of view of school practice.
9. Instructional discursive communication skills.
10. Presentation of artistic and professional text, preparation of comments on exhibitions and presentations.
11. Linguistic culture and correctness of rhetorical expression.

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The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field.

The thematic stratification of the course will provide a basic overview of the creation, emergence and implementation of professional communication with an emphasis on the acquisition and development of communication skills in the educational environment, in school practice, and in professional and verbal-artistic events that the future graduate may encounter in the school environment. The student will gain an overview of the rules of creating a professional communication aimed at the needs of the educational process as well as for presentations of papers, professional activities and the defence of final theses. The course will develop skills focused on speech and presentation communication in a variety of communication situations. Emphasis on developing communication and presentation skills will be based on current needs focused on ways of communicating knowledge to pupils, students and a wider range of lay and professional audiences. The current increasingly high demands placed on communication and presentation skills will require a responsive mastery of not only information and communication technologies, which will enable the operative communication and application of new knowledge and information in the field to a contemporary recipient. Therefore, the seminars will provide space mainly for the presentation of selected professional topics in the form of lectures, poster and powerpoint presentations, which will be necessary for the preparation of the educational process and for the successful course of the final thesis defences. The course will also focus on the acquisition of

skills in the field of organising verbal-artistic and professional events, seminars, presentations and exhibitions.
The student will not only be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor's and then master's studies, but will also be able to use and creatively apply them in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader. The student will consolidate and develop communication competences and the ability to take responsibility for the quality of his/her work and the principles of cultivated communication, authorial ethics and his/her own education. The student will develop and consolidate a sense of socially responsible behaviour and value pluralistic attitudes. The student will be competent in the use of digital technologies in school practice.

Recommended literature:

Compulsory readings:

MISTRÍK, J.: 1987. Rétorika, 3. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 207 s.
SLANČOVÁ, D. 2021. Základy praktickej rétoriky. Prešov: Náuka, 2001. 211 s. ISBN 80-89038-04-2.

Recommended readings:

ŽEŇUCH, P. 2010. Pramene byzantskej tradície na Slovensku. K výstave z príležitosti Roka kresťanskej kultúry 2010. Bratislava: Slovenský komitét slavistov – Slavistický ústav Jána Stanislava SAV v spolupráci s Národným osvetovým centrom. 72 s. ISBN 978-80-89489-00-8. Available on: http://slavu.sav.sk/publikacie/vystava_bulletin.pdf

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
56,82	0,0	31,82	0,0	0,0	0,0	11,36

Lecturers: Mgr. Marína Hríb, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde024/22	Contemporary alternative models 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:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial midterm assessments of 20 points each and 2 midterm assignments of 10pts each will be worked on. Final assessment 40pts.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

Learning outcomes:
Learning outcomes:
- The graduate of this course is well versed in and able to critically evaluate alternative schools of the 20th century and in the trends of alternative pedagogy in the 21st century.
- It takes a comprehensive approach to alternative pedagogy, using both a process of analysis and synthesis in the search for solutions. It employs thinking strategies based on critical evaluation in its decision making, which relies on facts and clearly articulated information from reliable sources of information.
- She approaches alternative directions in education as one possible source of inspiration for her future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.
Ongoing assignments: students work in small groups on one of three main topics (Alternative Pedagogy in the First Half of the 20th Century, in the Second Half of the 20th Century, and Critical Theories of Education in the 20th Century).
Colloquial continuous assessment: each group of students presents 2 times during the semester the different areas they have worked on together in the group.
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the instructor's feedback and the student's self-reflection.

Class syllabus:
Brief outline of the course:
1. Alternative and norm in education
2. Traditional and conventional in education
3. Alternative pedagogy in the first half of the 20th century
Chicago Laboratory School - John Dewey

Montessori pedagogy - Maria Montessori
Waldorf Pedagogy - Rudolf Steiner
Freinet Pedagogy - Celestin Freinet
The Jena Plan - Peter Peterson
The Dalton Plan - Helen Parkhurst
Summerhill Democratic School - Alexander S. Neill
4. Alternative pedagogy in the second half of the 20th century
Integrative-Thematic Teaching - Susan Kovalik
Russian Family School - Mikhail Petrovich Stetina
Intuitive Pedagogy - Pär Ahlbom
Free Democratic Schools (Sudbury Valley Schools) - Daniel Greenberg
ESBZ (Evangelische Schule Berlin Zentrum) - Margret Rasfeld
5. Critical theories of education in the 20th century
Emil Durkheim, Talcott Parsons, Frankfurt School - Theodor Adorno, Erich Fromm, Jurgen Habermas, Herbert Marcuse
Pedagogy of Liberation - Paolo Freire
Unschooling society - Ivan Illich
Theory of reproduction - Pier Bourdieu
Deprivation Theory - Basil Berstein
Anti-pedagogical theories (e.g. Alice Miller)
6. Alternative pedagogy in the 21st century
Trends in alternative education around the world
Trends in alternative education in Slovakia
(unschooling, homeschooling, forest schools and kindergartens, educational groups ...)

Recommended literature:

Reference sources:
Recommended reading:
Gray, P. (2016). Svoboda učení: Jak nechat děti rozhodovat o svém vzdělávaní. Praha: PeopleComm. 184s.
Hudáková, V., Miňová, M. (2017). Za oknami freinet(ovských) škôl. Prešov: Rokus. 104s.
Koerrenz, R., Blichmann, A. Engelmann, S. (2017). Alternative Schooling and New Education: European Concepts and Theories. Palgrave, Springer Link. 125p.
Kuchárová, A. (2012). Integrované tematické vyučovanie v primárnom vzdelávaní: Osvedčená pedagogická skúsenosť edukačnej praxe. Prešov: MPC. 34s.
Kuruc, M. (2017). Akademická a prosociálna motivácia v škole. Bratislava: Univerzita Komenského v Bratislave. 128s.
Montessori, M. (2019). Londýnské přednášky. Praha: Portál. 304s.
Neill, A. S. (2015) Summerhill: Příběh první demokratické školy na světě. Praha: PeaopleComm. 348s.
Pedroli, T. (2019). Intuitívní pedagogika. Praha: Universum. 144s.
Poltikovič, V. (2010). Ruská rodová škola (DVD - dokumentárny film), Maitrea.
Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Praha: Karolinum. 289sRőrner R., Wenke H. (2003) Daltonské vyučování. Brno: Paido. 156s.
Rýdl, K. (2001) Peter Petersen a pedagogika jenského plánu. ISV - Institut sociálních věcí. 236s.
Steiner, R. (2003). Waldorfská pedagogika: metodika a didaktika. Nové Hrady: Opherus. 208s.
Zárateová, A., Tressel, J. (2021) Škola podľa našich predstáv: Učiť sa, ako sa to páči nám. Centrum envirinmentálnej a etickej výchovy ŽIVICA. 165s.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 48

A	ABS	B	C	D	E	FX
95,83	0,0	0,0	0,0	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde024/22	Contemporary alternative models 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:
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. During the semester there will be two colloquial midterm assessments of 20 points each and 2 midterm assignments of 10pts each will be worked on. Final assessment 40pts.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

Learning outcomes:
Learning outcomes:
- The graduate of this course is well versed in and able to critically evaluate alternative schools of the 20th century and in the trends of alternative pedagogy in the 21st century.
- It takes a comprehensive approach to alternative pedagogy, using both a process of analysis and synthesis in the search for solutions. It employs thinking strategies based on critical evaluation in its decision making, which relies on facts and clearly articulated information from reliable sources of information.
- She approaches alternative directions in education as one possible source of inspiration for her future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.
Ongoing assignments: students work in small groups on one of three main topics (Alternative Pedagogy in the First Half of the 20th Century, in the Second Half of the 20th Century, and Critical Theories of Education in the 20th Century).
Colloquial continuous assessment: each group of students presents 2 times during the semester the different areas they have worked on together in the group.
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the instructor's feedback and the student's self-reflection.

Class syllabus:
Brief outline of the course:
1. Alternative and norm in education
2. Traditional and conventional in education
3. Alternative pedagogy in the first half of the 20th century
Chicago Laboratory School - John Dewey

Montessori pedagogy - Maria Montessori
Waldorf Pedagogy - Rudolf Steiner
Freinet Pedagogy - Celestin Freinet
The Jena Plan - Peter Peterson
The Dalton Plan - Helen Parkhurst
Summerhill Democratic School - Alexander S. Neill
4. Alternative pedagogy in the second half of the 20th century
Integrative-Thematic Teaching - Susan Kovalik
Russian Family School - Mikhail Petrovich Stetina
Intuitive Pedagogy - Pär Ahlbom
Free Democratic Schools (Sudbury Valley Schools) - Daniel Greenberg
ESBZ (Evangelische Schule Berlin Zentrum) - Margret Rasfeld
5. Critical theories of education in the 20th century
Emil Durkheim, Talcott Parsons, Frankfurt School - Theodor Adorno, Erich Fromm, Jurgen Habermas, Herbert Marcuse
Pedagogy of Liberation - Paolo Freire
Unschooling society - Ivan Illich
Theory of reproduction - Pier Bourdieu
Deprivation Theory - Basil Berstein
Anti-pedagogical theories (e.g. Alice Miller)
6. Alternative pedagogy in the 21st century
Trends in alternative education around the world
Trends in alternative education in Slovakia
(unschooling, homeschooling, forest schools and kindergartens, educational groups ...)

Recommended literature:

Reference sources:
Recommended reading:
Gray, P. (2016). Svoboda učení: Jak nechat děti rozhodovat o svém vzdělávaní. Praha: PeopleComm. 184s.
Hudáková, V., Miňová, M. (2017). Za oknami freinet(ovských) škôl. Prešov: Rokus. 104s.
Koerrenz, R., Blichmann, A. Engelmann, S. (2017). Alternative Schooling and New Education: European Concepts and Theories. Palgrave, Springer Link. 125p.
Kuchárová, A. (2012). Integrované tematické vyučovanie v primárnom vzdelávaní: Osvedčená pedagogická skúsenosť edukačnej praxe. Prešov: MPC. 34s.
Kuruc, M. (2017). Akademická a prosociálna motivácia v škole. Bratislava: Univerzita Komenského v Bratislave. 128s.
Montessori, M. (2019). Londýnské přednášky. Praha: Portál. 304s.
Neill, A. S. (2015) Summerhill: Příběh první demokratické školy na světě. Praha: PeaopleComm. 348s.
Pedroli, T. (2019). Intuitívní pedagogika. Praha: Universum. 144s.
Poltikovič, V. (2010). Ruská rodová škola (DVD - dokumentárny film), Maitrea.
Prokop, J. (2005). Škola a společnost v kritických teoriích druhé poloviny 20. století. Praha: Karolinum. 289sRőrner R., Wenke H. (2003) Daltonské vyučování. Brno: Paido. 156s.
Rýdl, K. (2001) Peter Petersen a pedagogika jenského plánu. ISV - Institut sociálních věcí. 236s.
Steiner, R. (2003). Waldorfská pedagogika: metodika a didaktika. Nové Hrady: Opherus. 208s.
Zárateová, A., Tressel, J. (2021) Škola podľa našich predstáv: Učiť sa, ako sa to páči nám. Centrum envirinmentálnej a etickej výchovy ŽIVICA. 165s.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 48

A	ABS	B	C	D	E	FX
95,83	0,0	0,0	0,0	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde028/22	Contexts of European cultural thought

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 per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 18 hours of preparation for the presentation of the assignment; 20 hours of preparation for the written test. Total 60 hours of student work.
Teaching methods: Lecturing, interpretation of theoretical knowledge and its application to practical examples, moderated conversation, text analysis, guided self-study, e-learning

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated for the presentation of the assigned assignment (40 points) and for a written test of professional knowledge at the end of the continuous teaching (60 points). The course will be completed with a grade resulting from an interim review of learning outcomes during the instructional portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E out of the total points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation of the assignment: less than 24 points, final written test: less than 36 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of the contexts of European cultural thought to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the acquired cultural and historical knowledge at an excellent level and adapt the procedures of working with a professional text in school practice, has the ability to independently and imaginatively solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of the contexts of European cultural thought to the required extent, arranges the facts presented in a logical way with only minor errors, can apply the acquired cultural and historical knowledge very well and adapt the procedures of working with a professional text in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of the contexts of European cultural thought to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply and adapt the procedures of working with a specialist text in school practice, solves tasks and assignments independently and reliably, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the contexts of European cultural thought to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired cultural and historical knowledge and existing working practices of the professional text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of the contexts of European cultural thought to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired cultural-historical knowledge and the existing procedures of working with a professional text in school practice, solves individual tasks and assignments with a sufficient level of assistance, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the contexts of European cultural thought to the required extent, does not know the facts and their logical connections, cannot apply the acquired cultural-historical knowledge to work with a professional text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
By completing the course, the student has acquired knowledge of national, areal and European specifics that shape the processes based on the relationship between language and culture, which are reflected in writing in Slovakia in terms of Latin and Byzantine culture and tradition. The student has developed the skills to synthesize knowledge and use it in a synergistic synchronic-diachronic exploration of the concepts of Slovak linguistic and cultural identity from a historical, comparative and typological perspective in the context of the development and application of the written Slovak language in cultural and social practice.
As a result of engaging in a professional discussion on the topic under discussion, as well as as a result of linking the knowledge of the history and current state of language and culture with modern concepts of European linguistic and cultural thinking, the student's communication skills are developed and the ability to think in context is acquired. The student is able to perceive the cultural interpretations that follow in the subsequent years of his/her studies with alacrity. The student is prepared not only to deepen and develop the acquired knowledge in further bachelor's and then master's studies, but also to use and creatively apply it in the school environment as a teaching assistant or for the needs of the publishing environment as a proofreader. He is also able to convey information about cultural thinking phenomena to the general public and to offer their conclusions and justifications to lay audiences. By solving problem-based tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to

formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Terminology of the phenomenon of culture. Europe and Europeanism. East and West. Central Europe.
2. The significance of late antique culture and the reception of the ancient tradition in later periods.
3. The liberal arts as the basis of general education.
4. Rhetoric as a model of persuasive argumentation and an expression of refined taste.
5. The stabilization of Latin Christian culture. The contribution of various peoples to the culture of the Middle Ages.
6. Three forms of medieval culture. The culture of the court, the monastery and the city.
7. University scholarship, its origins, character and attributes.
8. The modern world-image. A new approach to scholarship. Humanitas civitas.
9. Baroque everyday life. Baroque preacher and missionary.
10. Enlightenment world view and publishing activities of Slovak scholars.
11. Classical-modernist conception of culture. Patriotism and nationalism. The crisis of culture.

The course will expand knowledge of the nature of the key concepts of culture, civilization, education, cultural and national identity, civil society and European unity, as well as knowledge of the various stages of the formation of European culture, its concepts and value orientation in a broader historical context. It will provide the necessary body of knowledge to foster the formation of creativity and synthesising skills. Upon completion of the course, the student will be able to orient himself/herself to issues of European cultural development and will be able to synergistically connect conceptual knowledge with current cultural trends in society and education. The course will create a space for complementarity of approaches necessary for the formation of a comprehensively prepared personality of a teacher of Slovak language and literature, which will enable to link the acquired knowledge with the interpretative skills related to the history of European cultural thought. At the same time, the student will acquire the prerequisites and motivation to develop these skills in further education.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

BRTÁŇOVÁ, E. 2013. Úvod do kultúry stredoveku [elektronický zdroj]. Trnava: Filozofická fakulta Trnavskej univerzity v Trnave. 101 s. ISBN 978-80-8082-596-6. Available on: https://www.truni.sk/sites/default/files/uk/f000340.pdf

ŽEŇUCH, P. 2016. Formovanie byzantsko-slovanskej konfesionálnej identity v staršom období slovenských kultúrnych dejín. In: Konštantínove listy, roč. 9, č. 1, s. 199 – 209. ISSN 1337#8740. Available on: http://www.constantinesletters.ukf.sk/images/issues/2016_v9_iss1/CL_v9_iss1_199to209.pdf

Recommended readings:
BRTÁŇOVÁ, E.. 2022. Antológia k dejinám renesančnej kultúry. Trnava: Filozofická fakulta. ISBN 978-80-568-0483-7. [online]
BRTÁŇOVÁ, E. 2022. Antológia k dejinám barokovej kultúry. Trnava: Filozofická fakulta. ISBN 978-80-568-0482-4. [online]
PLUTARCHOS 2020. Ako správne vychovávať deti. Zo starogréčtiny prel. A. Kalaš. Bratislava: Iris. ISBN 978-80-8200-046-0.
DAWSON, Ch. (1995). Porozumět Evropě. Praha: Zvon. 234 s. ISBN 978-80-7113-138-5. (selected sections)
HUIZINGA, J. (2002). Kultúra a kríza. Bratislava: Kalligram. 320 s. ISBN 80-7149-472-0. (selected sections)
TRÁVNÍČEK, J. ed. (2009). V kleštích dějin. Střední Evropa jako pojem a problém. Brno: Host. 343 s. ISBN 978-80-7294-323-4. (selected sections)
Further study texts will be available electronically in MS Teams/Moodle.

Languages necessary to complete the course:
Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
18,46	0,0	16,92	24,62	21,54	9,23	9,23

Lecturers: Mgr. Marína Hríb, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde028/22	Contexts of European cultural thought

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 per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 18 hours of preparation for the presentation of the assignment; 20 hours of preparation for the written test. Total 60 hours of student work.
Teaching methods: Lecturing, interpretation of theoretical knowledge and its application to practical examples, moderated conversation, text analysis, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated for the presentation of the assigned assignment (40 points) and for a written test of professional knowledge at the end of the continuous teaching (60 points). The course will be completed with a grade resulting from an interim review of learning outcomes during the instructional portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E out of the total points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation of the assignment: less than 24 points, final written test: less than 36 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of the contexts of European cultural thought to the required extent, logically arranges the facts presented in a flawless manner, is able to apply the acquired cultural and historical knowledge at an excellent level and adapt the procedures of working with a professional text in school practice, has the ability to independently and imaginatively solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of the contexts of European cultural thought to the required extent, arranges the facts presented in a logical way with only minor errors, can apply the acquired cultural and historical knowledge very well and adapt the procedures of working with a professional text in school practice without major errors, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of the contexts of European cultural thought to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply and adapt the procedures of working with a specialist text in school practice, solves tasks and assignments independently and reliably, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the contexts of European cultural thought to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired cultural and historical knowledge and existing working practices of the professional text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of the contexts of European cultural thought to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired cultural-historical knowledge and the existing procedures of working with a professional text in school practice, solves individual tasks and assignments with a sufficient level of assistance, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the contexts of European cultural thought to the required extent, does not know the facts and their logical connections, cannot apply the acquired cultural-historical knowledge to work with a professional text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
By completing the course, the student has acquired knowledge of national, areal and European specifics that shape the processes based on the relationship between language and culture, which are reflected in writing in Slovakia in terms of Latin and Byzantine culture and tradition. The student has developed the skills to synthesize knowledge and use it in a synergistic synchronic-diachronic exploration of the concepts of Slovak linguistic and cultural identity from a historical, comparative and typological perspective in the context of the development and application of the written Slovak language in cultural and social practice.
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formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Terminology of the phenomenon of culture. Europe and Europeanism. East and West. Central Europe.
2. The significance of late antique culture and the reception of the ancient tradition in later periods.
3. The liberal arts as the basis of general education.
4. Rhetoric as a model of persuasive argumentation and an expression of refined taste.
5. The stabilization of Latin Christian culture. The contribution of various peoples to the culture of the Middle Ages.
6. Three forms of medieval culture. The culture of the court, the monastery and the city.
7. University scholarship, its origins, character and attributes.
8. The modern world-image. A new approach to scholarship. Humanitas civitas.
9. Baroque everyday life. Baroque preacher and missionary.
10. Enlightenment world view and publishing activities of Slovak scholars.
11. Classical-modernist conception of culture. Patriotism and nationalism. The crisis of culture.

The course will expand knowledge of the nature of the key concepts of culture, civilization, education, cultural and national identity, civil society and European unity, as well as knowledge of the various stages of the formation of European culture, its concepts and value orientation in a broader historical context. It will provide the necessary body of knowledge to foster the formation of creativity and synthesising skills. Upon completion of the course, the student will be able to orient himself/herself to issues of European cultural development and will be able to synergistically connect conceptual knowledge with current cultural trends in society and education. The course will create a space for complementarity of approaches necessary for the formation of a comprehensively prepared personality of a teacher of Slovak language and literature, which will enable to link the acquired knowledge with the interpretative skills related to the history of European cultural thought. At the same time, the student will acquire the prerequisites and motivation to develop these skills in further education.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

BRTÁŇOVÁ, E. 2013. Úvod do kultúry stredoveku [elektronický zdroj]. Trnava: Filozofická fakulta Trnavskej univerzity v Trnave. 101 s. ISBN 978-80-8082-596-6. Available on: https://www.truni.sk/sites/default/files/uk/f000340.pdf

ŽEŇUCH, P. 2016. Formovanie byzantsko-slovanskej konfesionálnej identity v staršom období slovenských kultúrnych dejín. In: Konštantínove listy, roč. 9, č. 1, s. 199 – 209. ISSN 1337#8740. Available on: http://www.constantinesletters.ukf.sk/images/issues/2016_v9_iss1/CL_v9_iss1_199to209.pdf

Recommended readings:
BRTÁŇOVÁ, E.. 2022. Antológia k dejinám renesančnej kultúry. Trnava: Filozofická fakulta. ISBN 978-80-568-0483-7. [online]
BRTÁŇOVÁ, E. 2022. Antológia k dejinám barokovej kultúry. Trnava: Filozofická fakulta. ISBN 978-80-568-0482-4. [online]
PLUTARCHOS 2020. Ako správne vychovávať deti. Zo starogréčtiny prel. A. Kalaš. Bratislava: Iris. ISBN 978-80-8200-046-0.
DAWSON, Ch. (1995). Porozumět Evropě. Praha: Zvon. 234 s. ISBN 978-80-7113-138-5. (selected sections)
HUIZINGA, J. (2002). Kultúra a kríza. Bratislava: Kalligram. 320 s. ISBN 80-7149-472-0. (selected sections)
TRÁVNÍČEK, J. ed. (2009). V kleštích dějin. Střední Evropa jako pojem a problém. Brno: Host. 343 s. ISBN 978-80-7294-323-4. (selected sections)
Further study texts will be available electronically in MS Teams/Moodle.

Languages necessary to complete the course:
Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 65

A	ABS	B	C	D	E	FX
18,46	0,0	16,92	24,62	21,54	9,23	9,23

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde033/22	Development of creativity

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. During the semester there will be two colloquial interim assessments of 15 points each and 1 interim assignment 30b will be processed. Final assessment in the form of a group presentation of the 40b learning block project.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks. Ongoing tasks: students work in small groups on their own learning block project (working with so-called learning environments such as Micro.Bit, Conductive Colours, Makey-Makey, etc.), the aim of which is to enable students to develop the so-called competences necessary for the 21st century through the chosen learning environment.
Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
- The course graduate is knowledgeable/learned and can critically evaluate information.
- He approaches the assigned tasks in a complex manner, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- He approaches teaching methods aimed at supporting the development of pupil creativity as one of the possible approaches and as a source of inspiration for his future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
- Throughout the course, students are encouraged to look at the school environment where a learning community of learners is to be formed and the development of creative thinking is to be continually encouraged.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:

Brief outline of the course:
1. Creativity as a natural human trait
2. School as a learning organisation
3. Teacher Professional Development Plan
4. Mentoring in teaching practice
5. Project-Based Learning
6. Resolving conflicts in the classroom with the win-win method
7. Problem-solving method - problem-based learning (Design Thinking)

Recommended literature:

Reference sources:
Recommended reading:
Brand, R.(1998). Powerful Learning. ASCD, Alexandria, US.
Filo, P. - Chomová, K. – Nekolová, V. a kol. 2017. Talentway – Osobnosť, kreativita, rast (Študent) & Problem-based Learning – Výzvy, motivácie, riešenia (Mentor). Bratislava: ABC – Academic Business Cluster.
Kuruc, M. (2021). Kuruc, M. (2021) Motivácia k učeniu sa študentov predprimárnej a primárnej pedagogiky. Týn nad Vltavou. 2021. 131s.
Larmer, J., Mergendoller, J., Boss, S. (2015). Setting the Standard for Project Based learning. ASCD, Alexandria, US.
Lee, D. (2019). Design Thinking in the Classroom. Constructing Modern Knowledge Press
Martinez, S. L., Stager, G. S. (2019). Invent to Learn: Making, Tinkering, and Engineering in the Classroom. Ulysses Press
Nash, J. B. 2019. Design Thinking in School: A Leader´s Guide to Collaborating for Improvement. Harvard Educational Publishing Group, Cambridge, US.

Languages necessary to complete the course:
knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
64,86	0,0	10,81	10,81	8,11	2,7	2,7

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde033/22	Development of creativity

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. During the semester there will be two colloquial interim assessments of 15 points each and 1 interim assignment 30b will be processed. Final assessment in the form of a group presentation of the 40b learning block project.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to work through assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, and completion of assigned tasks. Ongoing tasks: students work in small groups on their own learning block project (working with so-called learning environments such as Micro.Bit, Conductive Colours, Makey-Makey, etc.), the aim of which is to enable students to develop the so-called competences necessary for the 21st century through the chosen learning environment.
Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
- The course graduate is knowledgeable/learned and can critically evaluate information.
- He approaches the assigned tasks in a complex manner, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- He approaches teaching methods aimed at supporting the development of pupil creativity as one of the possible approaches and as a source of inspiration for his future teaching practice.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
- Throughout the course, students are encouraged to look at the school environment where a learning community of learners is to be formed and the development of creative thinking is to be continually encouraged.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:

Brief outline of the course:
1. Creativity as a natural human trait
2. School as a learning organisation
3. Teacher Professional Development Plan
4. Mentoring in teaching practice
5. Project-Based Learning
6. Resolving conflicts in the classroom with the win-win method
7. Problem-solving method - problem-based learning (Design Thinking)

Recommended literature:

Reference sources:
Recommended reading:
Brand, R.(1998). Powerful Learning. ASCD, Alexandria, US.
Filo, P. - Chomová, K. – Nekolová, V. a kol. 2017. Talentway – Osobnosť, kreativita, rast (Študent) & Problem-based Learning – Výzvy, motivácie, riešenia (Mentor). Bratislava: ABC – Academic Business Cluster.
Kuruc, M. (2021). Kuruc, M. (2021) Motivácia k učeniu sa študentov predprimárnej a primárnej pedagogiky. Týn nad Vltavou. 2021. 131s.
Larmer, J., Mergendoller, J., Boss, S. (2015). Setting the Standard for Project Based learning. ASCD, Alexandria, US.
Lee, D. (2019). Design Thinking in the Classroom. Constructing Modern Knowledge Press
Martinez, S. L., Stager, G. S. (2019). Invent to Learn: Making, Tinkering, and Engineering in the Classroom. Ulysses Press
Nash, J. B. 2019. Design Thinking in School: A Leader´s Guide to Collaborating for Improvement. Harvard Educational Publishing Group, Cambridge, US.

Languages necessary to complete the course:
knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
64,86	0,0	10,81	10,81	8,11	2,7	2,7

Lecturers: doc. Mgr. Martin Kuruc, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

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

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

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

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

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

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

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

Class syllabus:

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

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

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

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

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

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

Recommended literature:

Recommended reading:

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

Languages necessary to complete the course:

slovak and czech

Notes:

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

Past grade distribution

Total number of evaluated students: 1555

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

Lecturers: doc. PaedDr. Ján Záhorec, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde026/22	Education through literature

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct instruction = 22 hours; 26 hours of ongoing preparation for individual classes with application of specific assignments, including reading of literary texts for individual classes; 12 hours of preparation for presentation of a written final interpretation based on selected textual segments from the work of the author studied, with emphasis on the application of acquired knowledge of the author's specific poetics, on analytical-interpretive skills, and on defending one's arguments. A total of 60 hours of student work.
Teaching methods: interpretation, inductive-generalizing conversation, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with the text, group work, problem-based tasks, guided self-study, e-learning

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills needed when working with literary texts in the educational process (60 points);
• presentation of a written final interpretation based on selected textual segments from the work of the read author, with emphasis on the application of the acquired knowledge of the author's specific poetics, analytical-interpretive skills and on the defence of one's arguments (40 points).
The course culminates in a grade resulting from an interim review of learning outcomes during the instructional portion of a given semester of study (100/0).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (assignments: less than 36 points; final interpretation: less than 24 points).

A (100 - 93%, excellent - outstanding results): excellent performance: The student has excellent knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young adult literature and of relevant works of children's and young adult literature promoting prosocial, environmental and intercultural education of children and young adults to the extent required, logically organizes the facts presented in a flawless manner, can apply and adapt the acquired knowledge at an excellent level in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, cultural and social context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of the basic theoretical background related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and young people and of relevant works of literature for children and young people promoting pro-social, environmental and intercultural education of children and young people to the required extent, arranges the facts presented logically, with only minor errors, can apply and adapt the acquired knowledge very well in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, cultural and social context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: The student has a good understanding of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young people's literature and of relevant works of children's and young people's literature promoting pro-social, environmental and intercultural education for children and young people to the required extent, arranges the presented facts appropriately and makes errors only in places, can reliably apply and adapt the acquired knowledge in concrete approaches to literary texts applicable to the teaching of literature in school practice, solves individual tasks and assignments reliably and independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: The student has satisfactory knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young adult literature and of relevant works of children's and young adult literature promoting pro-social, environmental and intercultural education of children and young adults to the extent required, demonstrates some deficiencies in the organisation of facts, can satisfactorily apply the acquired knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - performance meets minimum criteria): sufficient performance: The student demonstrates a minimum amount of knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal, and intrapersonal competencies through children's and young adult literature and relevant works of literature for children and young adults promoting prosocial, environmental and intercultural education of children and youth in the required scope and significant deficiencies in the organization of facts, can minimally apply the acquired knowledge in specific approaches to literary text usable in the teaching of literature in school practice, with significant help at a sufficient level to solve individual tasks and assignments, has minimal learning skills;

Fx (59 - 0%, insufficient - additional work required): insufficient performance: The student does not demonstrate sufficient knowledge of the basic theoretical foundations associated with developing cognitive, communicative, interpersonal, and intrapersonal competencies through children's and young adult literature and relevant works of literature for children and young adults promoting prosocial, environmental and intercultural education of children and youth in the required scope, does not know the facts and their logical connections, cannot apply the acquired knowledge in specific approaches to literary texts applicable in the teaching of literature in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student has knowledge of the basic theoretical foundations related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and youth and relevant works of literature for children and youth supporting pro-social, environmental and intercultural education of children and youth, and is aware of their importance in the development of the pupil's value system. Is able to assess the value and artistic contribution of a literary work also in a social context. Can creatively and independently analyse and interpret literary texts, characterise the poeological and value specifics of the work of individual authors. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specifics and artistic value of selected literary texts, can actively seek new possibilities in the approach to a literary text in which he/she can conceptually, inventively and effectively use literature to develop cognitive, communicative, social and personal competences of a child/young person. Can also work with a variety of possible interpretations of the text in school practice. As a result of the analytical and critical approach to the literary text, the student's transferable competences are developed, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks as well as to construct his/her own interpretations of literary texts. The student is prepared to readily perceive interpretations of literature in the following years of his/her studies. By solving problem-based tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further bachelor's and then master's studies, but also to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

Class syllabus:

1. Intercultural education through literature for children and youth. European projects on intercultural education through children's books (e.g. BARFIE - Books and Reading for Intercultural Education, EPBC - European Picture Book Collection, etc.). Children's literature as a means of teaching a foreign language.
2. Pro-social education through children's fiction. The thematization of outsiderism. Education for empathy, tolerance and acceptance of differences determined by generational and social differences.
3. The thematisation of outsiderism. Education for empathy, tolerance and acceptance of differences that are determined by disabilities, racial, ethnic, religious, etc.

4. Socialisation (acquisition of social values and norms of behaviour) and personalisation of the child (encouraging the child's personal development as an individual) through literature for children and young people. The thematisation of the family in literature for children and young people as a space of positive emotional background, but also as a space of social and emotional destabilisation of the child.
5. The thematization of incomplete families and child upbringing without biological parents (substitute form of upbringing and care for children - orphanages, adoption, fostering) in literature for children and youth.
6. The thematization of friendship in literature for children and youth as a space of positive emotional background.
7. Socialization of the child in the environment of institutional school education. The thematization of socio-pathological phenomena in the school and out-of-school environment (bullying, truancy) in literature for children and youth.
8. The thematisation of socio-pathological phenomena (alcohol use, smoking, drug experimentation) in literature for children and youth.
9. Environmental education through children's fiction. Developing a positive emotional relationship with the natural environment. The thematisation of specific environmental issues in children's fiction.
10. Self-oriented fiction and non-fiction texts for children and youth. Familiarising children with folk culture, cultivating a relationship to traditions and folk customs.
Promoting pride in specific historical events and facts, significant personalities of national, cultural and social life.
11. Formation of a cultured and sophisticated reader. Cognitive and noncognitive prerequisites for the formation of literary culture. Synesthetic approach to the literary text. Projects developing the cultivated child reader (Reading Room, etc.).
The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge, which also builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning the basic theoretical background related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and youth and about relevant works of literature for children and youth promoting pro-social, environmental, intercultural and patriotic education of children and youth. Special emphasis will be placed on the thematization of outsiderism and its overcoming through empathy, tolerance and acceptance of differences, on the thematization of the complete and incomplete family, on friendship as an additional space of positive emotional background, on the thematization of socio-pathological phenomena in both school and out-of-school environments. Emphasis will be placed not only on the acquisition of social values and norms of behaviour (socialisation), but also on stimulating the personal development of the child/young person as an individual (personalisation). The student will learn about the cognitive and non-cognitive prerequisites for the formation of a literary culture, and will be familiar with projects that develop a cultivated child reader (e.g. the Reading Room project). The student will use the acquired knowledge appropriately when working with selected textual material. The student will be able to use literature conceptually, inventively and effectively to develop the cognitive, communicative, social and personal competencies of the child/young person in which literature can serve in developing the student's value system. The student will also be able to assess the value and artistic contribution of a literary work in a social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with emphasis on independent and creative work. On the basis of the

knowledge and skills acquired, he/she will be able to apply analytical-interpretive competencies to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and interpretation. The student will also be oriented in the related practical and methodological knowledge that will be a prerequisite for his/her proper understanding of literary communication in the wider international context and the past in the courses of the continuing Master's degree. The student will acquire a base of knowledge and skills which he/she will deepen and develop in further bachelor's and subsequently master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, later on for the analysis and selection of didactic materials from literature for children and youth with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a text proofreader. The student will be guided to actively acquire information and effectively use cross-cutting and specialised knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in constructing his/her own final interpretation. The student will creatively use appropriate and discipline-appropriate methods in solving problem-based assignments. Acquire the prerequisites and motivation to develop the skills necessary for further learning and to encourage students to actively acquire literary and historical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

OBERT, V. 2003. Rozvíjanie literárnej kultúry žiakov. Bratislava: OG – Vydavateľstvo Poľana. 398 s. ISBN 80-89002-81-1. (selected sections)

VRÁBLOVÁ, T. 2017. Čítame, počúvame, vnímame v priestore knihy. Bratislava: Bibiana, medzinárodný dom umenia pre deti. 76 s. ISBN 978-80-89154-59-3. (selected sections)

Recommended readings:

BÍLIK, R. a kol. 2011. Teoretické aspekty jazykového a literárneho vzdelávania. Trnava: TYPI UNIVERSITATIS TYRNAVIENSIS. 114 s. ISBN 978-80-8082-497-6. (selected sections)

FAITHOVÁ, E. 2020. Výchovno-vzdelávacia funkcia publicistických, popularizačných a náučných žánrov a žánrov literatúry faktu v časopise Slniečko v rokoch 1927 – 1990. In: Philologia, roč. 30, č. 1, s. 49 – 73. (selected sections)

KALISKÝ, J. (Ed.). 2013. Dobro a zlo, alebo o morálke I. Psychologické a filozofické aspekty morálky v edukácii. Banská Bystrica: Univerzita Mateja Bela v Banskej Bystrici. 362 s. ISBN 978-80-557-0538-5. (selected sections)

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ŠRANK, J. 2009. Autorské texty s folklórnou dimenziou. Bratislava: Univerzita Komenského. 168 s. ISBN 978-80-223-2668-1. (selected sections)

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O DIEŤATI, JAZYKU, LITERATÚRE. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie.

Further study text on individual topics will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 273

A	ABS	B	C	D	E	FX
66,67	0,0	21,61	6,96	2,93	1,83	0,0

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde026/22	Education through literature

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct instruction = 22 hours; 26 hours of ongoing preparation for individual classes with application of specific assignments, including reading of literary texts for individual classes; 12 hours of preparation for presentation of a written final interpretation based on selected textual segments from the work of the author studied, with emphasis on the application of acquired knowledge of the author's specific poetics, on analytical-interpretive skills, and on defending one's arguments. A total of 60 hours of student work.
Teaching methods: interpretation, inductive-generalizing conversation, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with the text, group work, problem-based tasks, guided self-study, e-learning

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills needed when working with literary texts in the educational process (60 points);
• presentation of a written final interpretation based on selected textual segments from the work of the read author, with emphasis on the application of the acquired knowledge of the author's specific poetics, analytical-interpretive skills and on the defence of one's arguments (40 points).
The course culminates in a grade resulting from an interim review of learning outcomes during the instructional portion of a given semester of study (100/0).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (assignments: less than 36 points; final interpretation: less than 24 points).

A (100 - 93%, excellent - outstanding results): excellent performance: The student has excellent knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young adult literature and of relevant works of children's and young adult literature promoting prosocial, environmental and intercultural education of children and young adults to the extent required, logically organizes the facts presented in a flawless manner, can apply and adapt the acquired knowledge at an excellent level in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, cultural and social context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of the basic theoretical background related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and young people and of relevant works of literature for children and young people promoting pro-social, environmental and intercultural education of children and young people to the required extent, arranges the facts presented logically, with only minor errors, can apply and adapt the acquired knowledge very well in specific approaches to literary texts applicable to the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, cultural and social context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: The student has a good understanding of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young people's literature and of relevant works of children's and young people's literature promoting pro-social, environmental and intercultural education for children and young people to the required extent, arranges the presented facts appropriately and makes errors only in places, can reliably apply and adapt the acquired knowledge in concrete approaches to literary texts applicable to the teaching of literature in school practice, solves individual tasks and assignments reliably and independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: The student has satisfactory knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal and intrapersonal competencies through children's and young adult literature and of relevant works of children's and young adult literature promoting pro-social, environmental and intercultural education of children and young adults to the extent required, demonstrates some deficiencies in the organisation of facts, can satisfactorily apply the acquired knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - performance meets minimum criteria): sufficient performance: The student demonstrates a minimum amount of knowledge of the basic theoretical foundations associated with the development of cognitive, communicative, interpersonal, and intrapersonal competencies through children's and young adult literature and relevant works of literature for children and young adults promoting prosocial, environmental and intercultural education of children and youth in the required scope and significant deficiencies in the organization of facts, can minimally apply the acquired knowledge in specific approaches to literary text usable in the teaching of literature in school practice, with significant help at a sufficient level to solve individual tasks and assignments, has minimal learning skills;

Fx (59 - 0%, insufficient - additional work required): insufficient performance: The student does not demonstrate sufficient knowledge of the basic theoretical foundations associated with developing cognitive, communicative, interpersonal, and intrapersonal competencies through children's and young adult literature and relevant works of literature for children and young adults promoting prosocial, environmental and intercultural education of children and youth in the required scope, does not know the facts and their logical connections, cannot apply the acquired knowledge in specific approaches to literary texts applicable in the teaching of literature in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student has knowledge of the basic theoretical foundations related to the development of cognitive, communicative, interpersonal and intrapersonal competences through literature for children and youth and relevant works of literature for children and youth supporting pro-social, environmental and intercultural education of children and youth, and is aware of their importance in the development of the pupil's value system. Is able to assess the value and artistic contribution of a literary work also in a social context. Can creatively and independently analyse and interpret literary texts, characterise the poeological and value specifics of the work of individual authors. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specifics and artistic value of selected literary texts, can actively seek new possibilities in the approach to a literary text in which he/she can conceptually, inventively and effectively use literature to develop cognitive, communicative, social and personal competences of a child/young person. Can also work with a variety of possible interpretations of the text in school practice. As a result of the analytical and critical approach to the literary text, the student's transferable competences are developed, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks as well as to construct his/her own interpretations of literary texts. The student is prepared to readily perceive interpretations of literature in the following years of his/her studies. By solving problem-based tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further bachelor's and then master's studies, but also to use them and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a text proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

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Promoting pride in specific historical events and facts, significant personalities of national, cultural and social life.
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knowledge and skills acquired, he/she will be able to apply analytical-interpretive competencies to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and interpretation. The student will also be oriented in the related practical and methodological knowledge that will be a prerequisite for his/her proper understanding of literary communication in the wider international context and the past in the courses of the continuing Master's degree. The student will acquire a base of knowledge and skills which he/she will deepen and develop in further bachelor's and subsequently master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, later on for the analysis and selection of didactic materials from literature for children and youth with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a text proofreader. The student will be guided to actively acquire information and effectively use cross-cutting and specialised knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in constructing his/her own final interpretation. The student will creatively use appropriate and discipline-appropriate methods in solving problem-based assignments. Acquire the prerequisites and motivation to develop the skills necessary for further learning and to encourage students to actively acquire literary and historical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

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Further study text on individual topics will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 273

A	ABS	B	C	D	E	FX
66,67	0,0	21,61	6,96	2,93	1,83	0,0

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde022/22	Education towards tolerance

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.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Intermediate assessment 1: consists of a term paper and its oral presentation
Semester work for intermediate assessment 1: Critical analysis of a relevant source on a selected topic in tolerance education for a minimum of 10 min. and 10 images (in the selected graphic program) for 40 points.
A relevant source is defined as: e.g., a revival article, study, documentary, scholarly discussion, etc.
The topic of the term paper: it should be related to current issues in education (multiculturalism, pro-sociality, stereotypes, minorities, tolerance, inclusion, discrimination, extremism, etc.). The chosen topic should address various social issues that we can systematically promote through education and training (e.g. critical thinking) and through various cross-cutting themes (e.g. media education, civic initiative, ecology, segregation, otherness, religious freedom, human rights, plurality of opinion, etc.). For the presentation, the student will prepare critical questions for social discourse and lead the discussion.
Intermediate assessment 2: consists of a test of the acquired knowledge, i.e. a 60-point test. 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 interim 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 D of 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 course Education for Tolerance, the student should:
- Demonstrate key knowledge and skills in the field of education for tolerance - multicultural education, ethics education, global education, education for human rights, etc,
- be able to evaluate and select relevant sources on the topic of education for tolerance,
- be able to apply critical analysis of a relevant source,
- be able to lead a debate and ask critical questions in social discourse,
- be able to create and apply activities to promote tolerance in the classroom,
- understand social values within the framework of tolerance as a key area in education.

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 through discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility through creative tasks in the course.

Class syllabus:
Brief outline of the course:
The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, collaboration, creative activity, self-knowledge, etc. in the areas of tolerance, multiculturalism, empathy and positive communication. Using a variety of activating methods and problem-based assignments, students will actively participate in the learning process and create course content themselves, in which they will use their own potential and develop intra and interpersonal aspects of their personality.
Topics:

Definition of basic concepts, tolerance, empathy, positive communication and positive attitudes, pro-sociality, multicultural education, stereotypes, minorities, refugees, European context, developing relationships and active listening. Applying PE in the school environment, aims of PE, diversity, religious freedom, plurality of opinion in society and education, countering extremism. Methods for developing education for tolerance. Experiential pedagogy. Overview of methods and activities, concrete examples, video demonstrations, institutions and organisations involved in the protection of HR, third sector. Video analysis - discussion questions, argumentation, development of critical thinking in the framework of education for tolerance, discussion. Positive communication, how to argue properly, how to avoid manipulation, forms of discrimination. Democracy and freedom. How to develop democratic thinking within a European context, values of society and personal values. The teacher, the personality of the teacher and his/her goals in the educational process in education for tolerance. Otherness and prejudice.

Recommended literature:

Reference sources:

Required reading:

BAGALOVÁ, Ľ., GOGOLOVÁ D. (2007). Ľudské práva a zručnosti potrebné na ich uplatnenie. Metodická príručka pre učiteľov základných a stredných škôl. Bratislava: Štátny pedagogický ústav, 2007. 116s. ISBN 978-80-89225-26-2

https://cloud6n.edupage.org/cloud/Ludske_prava_a_zrucnosti_potrebne_na_ich_uplatnenie.pdf?z%3AEOkxIo%2BPktZ20N3iZdGXb2nU5Utxp3cFkE4LvHo1nhT4r7yEiKLYJ9B8tPNFfppW

DÚBRAVOVÁ, V., HRADSKÁ, J., KUMANOVÁ, A. a kol. (2006). MULTI-KULTI na školách: Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku, 2006. 164s. ISBN 80-89008-21-6

https://globalnevzdelavanie.sk/wp-content/uploads/2019/08/multi-kulti_pre_skoly.pdf

Recommended reading:

MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava: OSF, 2008. 87s. ISBN 978-80-969271-4-2

http://bojnak.wbl.sk/MultiKulturna_vychova_v_skole.pdf

ONDRUŠEK, D., POTOČKOVÁ, D., HIPŠ, J. (2007). Výchova k tolerancii hrou. Bratislava: PDCS, 2007. 84s. ISBN978-80-969431-5-9.

https://eknizky.sk/wp-content/uploads/2019/02/Vychova_k_tolerancii_hrou.pdf

ŠIŠKOVÁ, T. (200)8. Výchova k tolerancii a proti rasizmu. Praha, 2008. 280s. ISBN 978-80-7367- 182-2

ŠRAMOVÁ, B. (2010). Tolerancia a intolerancia v spoločnosti. Bratislava: Melius, 2010. 180s. ISBN 978-80-97806309

https://kis.ukf.sk/epcfiles/0F78B1FE60F84E33BEE74B56A7D6AFE5/zbornik_komplet.pdf

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 91

A	ABS	B	C	D	E	FX
58,24	0,0	26,37	10,99	1,1	2,2	1,1

Lecturers: Mgr. Barbora Jaslovská, PhD., Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde022/22	Education towards tolerance

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.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Intermediate assessment 1: consists of a term paper and its oral presentation
Semester work for intermediate assessment 1: Critical analysis of a relevant source on a selected topic in tolerance education for a minimum of 10 min. and 10 images (in the selected graphic program) for 40 points.
A relevant source is defined as: e.g., a revival article, study, documentary, scholarly discussion, etc.
The topic of the term paper: it should be related to current issues in education (multiculturalism, pro-sociality, stereotypes, minorities, tolerance, inclusion, discrimination, extremism, etc.). The chosen topic should address various social issues that we can systematically promote through education and training (e.g. critical thinking) and through various cross-cutting themes (e.g. media education, civic initiative, ecology, segregation, otherness, religious freedom, human rights, plurality of opinion, etc.). For the presentation, the student will prepare critical questions for social discourse and lead the discussion.
Intermediate assessment 2: consists of a test of the acquired knowledge, i.e. a 60-point test. 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 interim 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 D of 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 course Education for Tolerance, the student should:
- Demonstrate key knowledge and skills in the field of education for tolerance - multicultural education, ethics education, global education, education for human rights, etc,
- be able to evaluate and select relevant sources on the topic of education for tolerance,
- be able to apply critical analysis of a relevant source,
- be able to lead a debate and ask critical questions in social discourse,
- be able to create and apply activities to promote tolerance in the classroom,
- understand social values within the framework of tolerance as a key area in education.

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 through discussion, strengthens interpersonal skills within the group - activation and taking initiative and responsibility through creative tasks in the course.

Class syllabus:
Brief outline of the course:
The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, collaboration, creative activity, self-knowledge, etc. in the areas of tolerance, multiculturalism, empathy and positive communication. Using a variety of activating methods and problem-based assignments, students will actively participate in the learning process and create course content themselves, in which they will use their own potential and develop intra and interpersonal aspects of their personality.
Topics:

Definition of basic concepts, tolerance, empathy, positive communication and positive attitudes, pro-sociality, multicultural education, stereotypes, minorities, refugees, European context, developing relationships and active listening. Applying PE in the school environment, aims of PE, diversity, religious freedom, plurality of opinion in society and education, countering extremism. Methods for developing education for tolerance. Experiential pedagogy. Overview of methods and activities, concrete examples, video demonstrations, institutions and organisations involved in the protection of HR, third sector. Video analysis - discussion questions, argumentation, development of critical thinking in the framework of education for tolerance, discussion. Positive communication, how to argue properly, how to avoid manipulation, forms of discrimination. Democracy and freedom. How to develop democratic thinking within a European context, values of society and personal values. The teacher, the personality of the teacher and his/her goals in the educational process in education for tolerance. Otherness and prejudice.

Recommended literature:

Reference sources:
Required reading:
BAGALOVÁ, Ľ., GOGOLOVÁ D. (2007). Ľudské práva a zručnosti potrebné na ich uplatnenie. Metodická príručka pre učiteľov základných a stredných škôl. Bratislava: Štátny pedagogický ústav, 2007. 116s. ISBN 978-80-89225-26-2
https://cloud6n.edupage.org/cloud/Ludske_prava_a_zrucnosti_potrebne_na_ich_uplatnenie.pdf?z%3AEOkxIo%2BPktZ20N3iZdGXb2nU5Utxp3cFkE4LvHo1nhT4r7yEiKLYJ9B8tPNFfppW
DÚBRAVOVÁ, V., HRADSKÁ, J., KUMANOVÁ, A. a kol. (2006). MULTI-KULTI na školách: Metodická príručka pre multikultúrnu výchovu. Bratislava: Nadácia Milana Šimečku, 2006. 164s. ISBN 80-89008-21-6
https://globalnevzdelavanie.sk/wp-content/uploads/2019/08/multi-kulti_pre_skoly.pdf
Recommended reading:
MISTRÍK, E. a kol. (2008). Multikultúrna výchova v škole. Bratislava: OSF, 2008. 87s. ISBN 978-80-969271-4-2
http://bojnak.wbl.sk/MultiKulturna_vychova_v_skole.pdf
ONDRUŠEK, D., POTOČKOVÁ, D., HIPŠ, J. (2007). Výchova k tolerancii hrou. Bratislava: PDCS, 2007. 84s. ISBN978-80-969431-5-9.
https://eknizky.sk/wp-content/uploads/2019/02/Vychova_k_tolerancii_hrou.pdf
ŠIŠKOVÁ, T. (200)8. Výchova k tolerancii a proti rasizmu. Praha, 2008. 280s. ISBN 978-80-7367- 182-2
ŠRAMOVÁ, B. (2010). Tolerancia a intolerancia v spoločnosti. Bratislava: Melius, 2010. 180s. ISBN 978-80-97806309
https://kis.ukf.sk/epcfiles/0F78B1FE60F84E33BEE74B56A7D6AFE5/zbornik_komplet.pdf

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 91

A	ABS	B	C	D	E	FX
58,24	0,0	26,37	10,99	1,1	2,2	1,1

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde018/22	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 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 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:
Learning objectives and outcomes:
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 counseling 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 the provision of 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 can 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 are able to communicate their conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
1. School guidance system.
2. The framework for the work of an educational counsellor, professional and personal prerequisites of an educational counsellor, education of an educational counsellor.
3. The class teacher and his/her role in advising pupils and guardians in education and training.
4. Methods of work in educational counselling.
5. Strategies for preventing problem behaviour in pupils.
6. Addressing pupils' educational difficulties.
7. Methods and options for 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:
Reference sources:
Required 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:

Past grade distribution
Total number of evaluated students: 74

A	ABS	B	C	D	E	FX
27,03	0,0	27,03	20,27	12,16	5,41	8,11

Lecturers: Mgr. Štefánia Ferková, PhD., Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde018/22	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 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 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:
Learning objectives and outcomes:
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 counseling 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 the provision of 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 can 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 are able to communicate their conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
1. School guidance system.
2. The framework for the work of an educational counsellor, professional and personal prerequisites of an educational counsellor, education of an educational counsellor.
3. The class teacher and his/her role in advising pupils and guardians in education and training.
4. Methods of work in educational counselling.
5. Strategies for preventing problem behaviour in pupils.
6. Addressing pupils' educational difficulties.
7. Methods and options for 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:
Reference sources:
Required 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:

Past grade distribution
Total number of evaluated students: 74

A	ABS	B	C	D	E	FX
27,03	0,0	27,03	20,27	12,16	5,41	8,11

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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:
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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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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: 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde032/22	Family education and cooperation between school and family

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. 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 will also complete an intermediate written assessment of knowledge (maximum possible points - 60). To pass the course, a minimum of 60% of the points must be obtained (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 a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Learning outcomes:
Learning objectives and outcomes:
The aim of the course Family Education and Family-School Cooperation is to convey basic information about the contemporary family as an important socializing and educational institution. Students will be introduced to the implications of the specifics of family life and family education specifically for the educational process in school. The student will be able to define the family as an educational institution, remember its functions, and know 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, styles and means of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student will be able to apply the knowledge acquired in solving educational difficulties of the pupil resulting from the specifics of family life and family education. The student deals with trends and current forms in family-school cooperation, is able to analyze them and propose solutions in approaches of this cooperation. A particular issue in the aims of education is the knowledge of the aims, criteria and methods of home education.
Transferable competences: by analysing, proposing solutions and discussing the problem tasks assigned during the seminars, the student is able to communicate his/her conclusions, think critically, and reason in context.

Class syllabus:

Recommended literature:

Reference sources:
Required reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8
RABUŠICOVÁ, M. ŠEĎOVÁ, K., ČIHÁČEK, V. (2004) Škola a versus rodina. Brno : Masarykova univerzita, 176 s. ISBN 80-210-3598-6
RABUŠICOVÁ, M., EMMEROVÁ,K. (2003) Role rodičů ve vztahu ke škole – teoretické koncepty. In: pedagogika, LIII, 2003, č. 2, s. 141- 151, ISSN 3380-3815
Recommended reading:
POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.
RABUŠICOVÁ, M., POL,M. (1996) Vztahy školy a rodiny dnes : hledání partnerství. IN : Pedagogika č. 1, č. 2, 1996

SIEGLOVÁ, D. Konec školní nudy - Didaktické metody pro 21. století. Praha : GRADA, 336 s.

Languages necessary to complete the course:
: slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 161

A	ABS	B	C	D	E	FX
62,73	0,0	14,91	9,32	1,24	2,48	9,32

Lecturers: prof. PhDr. Mária Potočárová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde032/22	Family education and cooperation between school and family

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. 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 will also complete an intermediate written assessment of knowledge (maximum possible points - 60). To pass the course, a minimum of 60% of the points must be obtained (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 a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Learning outcomes:
Learning objectives and outcomes:
The aim of the course Family Education and Family-School Cooperation is to convey basic information about the contemporary family as an important socializing and educational institution. Students will be introduced to the implications of the specifics of family life and family education specifically for the educational process in school. The student will be able to define the family as an educational institution, remember its functions, and know 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, styles and means of family education. Describe and interpret inappropriate approaches in family education and predict their possible effects on student performance in school. The student will be able to apply the knowledge acquired in solving educational difficulties of the pupil resulting from the specifics of family life and family education. The student deals with trends and current forms in family-school cooperation, is able to analyze them and propose solutions in approaches of this cooperation. A particular issue in the aims of education is the knowledge of the aims, criteria and methods of home education.
Transferable competences: by analysing, proposing solutions and discussing the problem tasks assigned during the seminars, the student is able to communicate his/her conclusions, think critically, and reason in context.

Class syllabus:

Recommended literature:

Reference sources:
Required reading:
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s. ISBN 978-80-8200-034-7.
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, 216 s. ISBN 978-80-223-2458-8
RABUŠICOVÁ, M. ŠEĎOVÁ, K., ČIHÁČEK, V. (2004) Škola a versus rodina. Brno : Masarykova univerzita, 176 s. ISBN 80-210-3598-6
RABUŠICOVÁ, M., EMMEROVÁ,K. (2003) Role rodičů ve vztahu ke škole – teoretické koncepty. In: pedagogika, LIII, 2003, č. 2, s. 141- 151, ISSN 3380-3815
Recommended reading:
POTOČÁROVÁ, M. Výchova k hodnotám v slovenskej rodine. In Pedagogická orientace, 45(5-6),1996.
RABUŠICOVÁ, M., POL,M. (1996) Vztahy školy a rodiny dnes : hledání partnerství. IN : Pedagogika č. 1, č. 2, 1996

SIEGLOVÁ, D. Konec školní nudy - Didaktické metody pro 21. století. Praha : GRADA, 336 s.

Languages necessary to complete the course:
: slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 161

A	ABS	B	C	D	E	FX
62,73	0,0	14,91	9,32	1,24	2,48	9,32

Lecturers: prof. PhDr. Mária Potočárová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde001/22	General educational theory

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: 5

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
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. As part of the interim assessment, students will create (25 points) and critically analyse (25 points) a reflective journal (can take the form of a concept map) focused on pedagogical situational (self)reflection (50 points in total). As part of the final assessment, they will develop (30 points) and defend in a colloquium discussion (20 points) a term paper - a conceptual proposal (with pedagogical analysis of a specific problem(s)) to address a selected educational problem(s) in a school or extra-curricular setting (50 points total). The aim is coherent pedagogical (self-)reflection, critique, identification of critical moments of education (and/or teaching) and presentation of students' forming pedagogical thinking, production of ideas for improving the personal progress of the educated and the teacher, anticipation of the development of educational reality (under the influence of current problems and theories). A minimum of 91 points is required for a final grade of A, a minimum of 81 points is required for a grade of B, a minimum of 73 points is required for a grade of C, a minimum of 66 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - 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 (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyse and evaluate them - in relation to the key stages of their

development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way,
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited in terms of correctness and accuracy, there is no critical analysis and development of their own ideas, the orientation in current scientific-pedagogical theories is limited to partial areas, there is no critical evaluation and generalization of them,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to partial areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes: by completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of General educational theory, processes of personal-professional development on the basis of cognition and (self-)reflection, will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course: General educational theory explores educational reality in its breadth and complexity, helping teachers to orient themselves and gain the clearest possible picture of the complex spectrum of different determinants that shape it. It makes accessible the formation and nature of pedagogical thought and characterizes the whole process of constructing pedagogical knowledge. There is a present and necessary discourse in pedagogy about different conceptions and approaches to educational reality. Orientation in the contemporary scientific discourse of pedagogy initiates in student teachers the process of forming individual conceptions which, for their teaching practice, constitute the basic platform of their pedagogical thinking and action.
Lecture topics:
1. Pedagogy as a science. Social, gnoseological, psychological and logical foundations of the science of pedagogy; Scientific legitimacy of pedagogy; Subject of pedagogy; Use and significance of pedagogy in the present.

2. The development of pedagogical thinking in the 20th and 21st centuries. Basic paradigms in education and training; Paradigms of humanization and constructivism; subject and object of education and training.
3. Factors in the development of the human individual. Personality in relation to education; Functions of education; Education, education, teaching, teaching, learning (to); Selected methods of education.
4. Education as a subject of pedagogical science. The nature of education; Attributes of education; Education as deliberate purposeful action; Education and self-education.
5. Conceptual structure of education and training in Slovakia Determinants of selection of the content of education and training in Slovakia; Documents of educational policy; International and domestic documents of educational policy.
6. Education outside the classroom. Specific features, organisation and aims of education outside the classroom.
7. Principles, methods, forms and means of education and training for the meaningful development of the individual (teaching process). Educational problems in school and their optimal solution.
8. Teacher and educator. Status of teacher and educator; competencies, professionalism of teacher; educational styles; humanization of education. Pedagogical diagnostics and effectiveness of the educational process.
9. The phenomenon of teacher social competence. Basic concepts; Characteristic features, approaches and their meaning.
10. Alternative Education. Basic typology of alternative schools; History and development; Modern alternative approaches.
11. Scientific approaches in pedagogy. Basic concepts; Objectives, methods and conceptual bases of pedagogical research.

Recommended literature:

Recommended reading:

HELUS, Z. 2004. Díte v osobnostním pojetí. Obrat k díteti jako výzva a úkol pro učitele i rodiče. 2. prepr. a rozš. vyd. Praha : Portál, 2004. ISBN 80-7178-888-0.
HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4.
KOSTRUB, D. a kol. 2018. Vychovávanie a starostlivosť o deti do troch rokov veku. Tvorba výchovného program. Bratislava : Univerzita Komenského, 2018. ISBN 978-80-223-4667-2. (.kap.: 5.3 Komunikácia v rodine a v zariadeniach. Ostradický, P., Pirháčová Lapšanská, M.).
MANNIOVÁ, Jolana. Kapitoly z pedagogiky I. Bratislava: Luskpress, 2004. ISBN 80-968956-2-1
POTOČÁROVÁ, M., KOLDEOVÁ, L., FERKOVÁ, Š, DERKOVÁ, J. 2021. Teória výchovy 1. Univerzita Komenského v Bratislave : Bratislava. 1. vydanie, 308 strán. ISBN 978-80-223-5327-4.
PRŮCHA, Ján. Přehled pedagogiky. 3. aktual. vyd. Praha: Portál, s.r.o., 2009. ISBN 978-7367-567-7.
ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM].
ZELINOVÁ, M. 2012. Voľný čas efektívne a tvorivo. Teória a prax výchovy mimo vyučovania. Iura Edition: Bratislava, 2012. 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: 186

A	ABS	B	C	D	E	FX
36,56	0,0	20,43	18,82	6,99	7,53	9,68

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., Mgr. Peter Ostradický, PhD., prof. PhDr. Mária Potočárová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde007/22	General theory of instruction

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an examination. The weighting of the interim and final assessment is 50/50.
As part of the interim assessment, students will create (25 points) and critically analyse (25 points) a reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total). As part of the final assessment, they will develop (30 points) and defend in a colloquial discussion (20 points) a term paper - a conceptual proposal (with a pedagogical-didactic analysis of a specific problem) for solving a selected teaching-learning problem in school. The aim is a coherent pedagogical-didactic (self-)reflection, critique, identification of critical moments of teaching and forming pedagogical thinking, production of ideas for improving the personal progress of learners and teachers, anticipation of the development of educational reality (under the influence of current problems and theories). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course you must obtain a minimum of 60% of the marks.
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 (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in the current scientific-didactic theories and can also critically analyse and evaluate them - in relation to the key stages of their

development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in selected problems and not in a generalizing way, is oriented in current scientific-didactic theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems and not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-didactic theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-didactic theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-didactic theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-didactic theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes: by completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, he/she will be familiar with and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course: didactics explores the educational process in its breadth and complexity, helping teachers to orient themselves and to get the clearest possible picture of the complex range of different determinants that need to be taken into account in teaching. It makes accessible the formation and nature of teaching objectives, curriculum, as well as practical didactic principles in the teaching process. It characterizes the whole process of constructing a lesson (from the planning phase to evaluation and feedback). A discourse of different concepts and approaches to the teaching process is currently present and necessary in didactics. The orientation in teaching conceptions in student teachers initiates the process of developing individual conceptions, which for their practice represent the basic platform of their pedagogical thinking.
Topics of lectures/seminars:

1. Didactics as a science. Didactic ideas and views of some educators; Subject of didactics; brief development of theoretical foundations; division of didactics; Methods of didactic research.
2. The system and elements of the teaching process. Concept of the teaching process; Objectives of the teaching process; Social, gnoseological, psychological and logical foundations of the teaching process; Conditions of the teaching process; Phases of the teaching process; Teaching as a synthesis of education and upbringing; Models of the teaching process.
3. Educational content and curriculum. Definition of basic terms; Documents of educational policy in Slovakia after 1989; Planned curriculum; Decentralisation of curriculum; Two-level model of curriculum.
4. Teaching/educational objectives. Definition of basic terms; From general to specific learning objectives; Specific (sub) learning objectives; Key competences.
5. Teaching methods. Concept of teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, monological methods, dialogical methods, selected activating methods; Determinations of optimal selection of methods.
6. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist concepts of teaching; Constructivism as a theory of cognition; Foundations of constructivism and socio-cognitive constructivism in the theories of J. Piaget and L. S. Vygotsky.
7. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching
8. Didactic principles/principles for a meaningful teaching process. Characteristics of didactic principles; Alternative approaches to support authentic/productive learning.
9. Teacher and pupil in teaching. Teaching styles of the teacher; Professional competences; Teacher self-reflection; Creativity in the teacher's work; Pupil in teaching; Communication between teacher and pupil.
10. Diagnostics and assessment in teaching. Control of teaching results; Roles and functions of control in teaching; Internal and external control of the school.
11. Material and didactic resources. Concept and classification of material didactic means; Classification of teaching aids and technical equipment; Functions of material didactic means in the teaching process.

Recommended literature:

Required reading:
TOTHOVÁ R. - KOSTRUB, D. - FERKOVÁ Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0.
Recommended reading:
FISHER, R.: Učíme děti myslet a učit se. Praha : Portál, 2011. ISBN 978-80-26200-43-7.
HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika).
KOREŇOVÁ, L.- KOSTRUB, D.-OSTRADICKÝ, P. 2018. Constructionist teaching and learning of mathematics through the optics of qualitative methodology. In DICTAP2018 & ICEE2018 [elektronický dokument]. - : 1. vyd. ISBN 978-1-941968-50-5.
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, 1. vyd., s.114-122. ISBN 978-83-62160-20-4.
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. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
OSTRADICKÝ, P. 2017. Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017 [elektronický zdroj]. - Brno : Masarykova univerzita, 2017. - ISBN 978-80-87952-22-1. - S. 843-852 [CD-ROM].
OSTRADICKÝ, P. KOSTRUB, D. 2021. Chain (re)actions as the birth and development of pupil autonomy. In EDULEARN21 [elektronický dokument] : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021 : Roč. 13. - : 1. vyd. ISBN 978-84-09-31267-2. - Barcelona : IATED, 2021. - S. 11734-11742 [CD-ROM].
PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica: UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.
SKALKOVÁ, J. 2007. Obecná didaktika. 2., rozšírené a aktualizované vydanie. Praha : Grada,2007. ISBN: 80-24718-21-7.
ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM]

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

Notes:

Past grade distribution
Total number of evaluated students: 99

A	ABS	B	C	D	E	FX
24,24	0,0	27,27	22,22	14,14	9,09	3,03

Lecturers: Ing. Eva Tóblová, PhD., Mgr. Peter Ostradický, PhD., Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde009/22	Guidelines for writing professional texts in 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: 5

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a grade of: 100% of the intermediate grade.
The interim evaluation includes the following:
• Intermediate work: 40 points,
• term paper: 60 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 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:
Learning objectives and outcomes:
Students will acquire knowledge in the field of professional text production and will be able to work independently with professional text. They will be familiar with the specific genres of professional texts in pedagogy and the requirements for their content, form and language.
The student will be able to use the acquired knowledge and skills in the creation of his/her own professional text,
teaching resources, term and final papers.
The student will master access to material such as scientific and professional literature, statistical materials, empirical data, etc.; he/she will master the principles of using professional terminology, editing the linguistic and formal aspects of a professional text. Students will acquire the skills to write a professional text in pedagogy in compliance with the principles of professional text production in the sense of publishing ethics.
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:
Definition of basic terms.
Study of professional texts, research, effective reading and documentation of what you have read.
Genres used in pedagogy, professional style and peculiarities of professional text structure.
Professional terminology and its use.
Linguistic and formal aspects of the professional text.
Content of professional texts.
Recommended models for the production of professional texts (IMRAD).
Working text, its revision, formal and linguistic adaptation.
The most common mistakes when writing professional texts.
Publication ethics, plagiarism and copyright infringement.
Selected software tools for creating professional texts in pedagogy.
Methods of in-text citation.
Bibliographic references

Recommended literature:
Required reading:
STAROŇOVÁ, K. (2011). Vedecké písanie: Ako písať akademické a vedecké texty. Martin.
ŠANDEROVÁ, J. (2007). Jak číst a psát odborný text ve spoločenských vědách. Praha.
Recommended reading:

KATUŠČÁK, D. (2013). Ako písať vysokoškolské a kvalifikačné práce. Bratislava : Enigma, 2013.
KIMLIČKA, Š. (2002). Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Bratislava: Stimul, 2002.
MEŠKO, D. a kol. (2004). Akademická príručka. Martin: Osveta, 2004. 496 s. ISBN 80-8063-150-6

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 119

A	ABS	B	C	D	E	FX
38,66	0,0	23,53	20,17	5,88	4,2	7,56

Lecturers: Mgr. Lucia Hradská, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde009/22	Guidelines for writing professional texts in 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: 5

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a grade of: 100% of the intermediate grade.
The interim evaluation includes the following:
• Intermediate work: 40 points,
• term paper: 60 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 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:
Learning objectives and outcomes:
Students will acquire knowledge in the field of professional text production and will be able to work independently with professional text. They will be familiar with the specific genres of professional texts in pedagogy and the requirements for their content, form and language.
The student will be able to use the acquired knowledge and skills in the creation of his/her own professional text,
teaching resources, term and final papers.
The student will master access to material such as scientific and professional literature, statistical materials, empirical data, etc.; he/she will master the principles of using professional terminology, editing the linguistic and formal aspects of a professional text. Students will acquire the skills to write a professional text in pedagogy in compliance with the principles of professional text production in the sense of publishing ethics.
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:
Definition of basic terms.
Study of professional texts, research, effective reading and documentation of what you have read.
Genres used in pedagogy, professional style and peculiarities of professional text structure.
Professional terminology and its use.
Linguistic and formal aspects of the professional text.
Content of professional texts.
Recommended models for the production of professional texts (IMRAD).
Working text, its revision, formal and linguistic adaptation.
The most common mistakes when writing professional texts.
Publication ethics, plagiarism and copyright infringement.
Selected software tools for creating professional texts in pedagogy.
Methods of in-text citation.
Bibliographic references

Recommended literature:
Required reading:
STAROŇOVÁ, K. (2011). Vedecké písanie: Ako písať akademické a vedecké texty. Martin.
ŠANDEROVÁ, J. (2007). Jak číst a psát odborný text ve spoločenských vědách. Praha.
Recommended reading:

KATUŠČÁK, D. (2013). Ako písať vysokoškolské a kvalifikačné práce. Bratislava : Enigma, 2013.
KIMLIČKA, Š. (2002). Ako citovať a vytvárať zoznamy bibliografických odkazov podľa noriem ISO 690 pre „klasické“ aj elektronické zdroje. Bratislava: Stimul, 2002.
MEŠKO, D. a kol. (2004). Akademická príručka. Martin: Osveta, 2004. 496 s. ISBN 80-8063-150-6

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 119

A	ABS	B	C	D	E	FX
38,66	0,0	23,53	20,17	5,88	4,2	7,56

Lecturers: Mgr. Lucia Hradská, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde011/22	History of Slovak literature of the 20th century I

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: 4 hours per week: lecture (2 hours) + seminar (2 hours), total 44 hours per semester, combined form (primarily in-person)
Student workload: 11 x 4 hours of direct teaching = 44 hours (22 hours of lectures + 22 hours of seminars); 8 hours of preparation for the midterm test; 8 hours of preparation of the seminar paper; 60 hours of literature study and preparation for the oral examination. Total 120 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (10 points);
• a continuous written test on literary history (during the semester, covering the first 5 topics, 10 points);
• the preparation of a seminar paper (30 points), which analytically and interpretively examines a selected problem of one work from the list of required fiction;
• an oral examination on specialist knowledge and analytical-interpretive skills (50 points).
The course culminates in an assessment resulting from an interim review of learning outcomes during the instructional portion of the semester of study and a final review of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assessments: less than 6 points; mid-term test: less than 6 points; seminar paper: less than 18 points; oral examination: less than 30 points).
The rating is awarded on a scale:

A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of the1st half of the 20th century Slovak literature. The student has excellent knowledge of Slovak literature of the 20th century in the required scope, logically arranges the presented literary-historical facts flawlessly, he/she can apply and adapt the acquired literary-scientific knowledge excellently when working with a literary text in school practice, he/she has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the 1st half of the 20th century Slovak literature. The student has a very good knowledge of Slovak literature of the 20th century to the required extent, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she can apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, he/she has a very good the ability to solve individual tasks and assignments independently in a broader literary, literary-historical and cultural context; the linguistic and stylistic level of his/her expression is very good; he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the 1st half of the 20th century Slovak literature. The student has a good knowledge of Slovak literature of the 20th century in the required range, appropriately arranges the presented literary-historical facts and makes only occasional mistakes, can reliably apply and adapt the acquired literary-historical knowledge when working with a literary text in school practice, independently and reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the 1st half of the 20th century Slovak literature. The student has satisfactory knowledge of Slovak literature of the 20th century in the required range, shows some deficiencies in the arrangement of literary-historical facts, satisfactorily applies the acquired literary-scientific knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the 1st half of the 20th century Slovak literature. The student demonstrates a satisfactory level of knowledge of 20th century Slovak literature to the required extent and significant deficiencies in the organisation of literary-historical facts, is minimally able to apply acquired literary knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments with significant help at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the1st half of the 20th century Slovak literature. The student has insufficient knowledge of Slovak literature of the 20th century in the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge when working with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student has a synthetic knowledge of Slovak literature of 1918 - 1948. The student has acquired knowledge of the existing literary-historical models of this period and of the fundamental literary-theoretical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilizational processes, of periodization models and internal differentiation of original Slovak works of this era. In a representative spectrum, it is familiar with individual modern and avant-garde tendencies and

directions, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its organic links to universal humanistic value bases. As a result of the seminar part of the course, the student develops analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Based on problem-solving assignments, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. He/she is prepared to deepen and develop the acquired knowledge and skills in further bachelor and master studies and is also able to use and creatively apply them in the school environment in the position of a teaching assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature of 1918 -1948 to the general public, and thus offer certain conclusions and justifications to lay readers as well. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Slovak literature after 1918 in the context of contemporary political, social, cultural-civilisational and other transformations.
2. Periodization models of literary development in 1918-1948, generational, functional, ideological-aesthetic and other differentiation of literature.
3. Literary development in the modernist stage (1918-1935): modern and avant-garde tendencies and individual concretizations (realism, naturalism, second modernism, symbolism, expressionism).
4. Panorama of opinion, stylistic and thematic differentiation in the poetry of the 1920s and 1930s (J. Smrek, E. B. Lukáč, L. Novomeský and others).
5. Panorama of opinion, stylistic and thematic differentiation in the prose of the 1920s and 1930s (J. Hrušovský, J. C. Hronský, M. Urban and others).
6. Social, intra-literary and individual motivations of the formation of the avant-garde literary model (1935-1948).
7. Avant-garde literary directions in poetry: surrealism, Catholic modernism.
8. Avant-garde literary directions in prose: socialist realism, naturism.
9. Literary situation in the years of the authoritarian nation-state 1939 -1945.
10. Literary situation in the conditions of limited democracy in the years 1945 - 1948.
11. Developmental tendencies in Slovak literature in the 1930s and 1940s (social novel, historical novel, chamber psychological prose, poets of the sujet, poetry of the native nest, apocalyptic-utopian poetry, ódico-elegic lyric).

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her knowledge of the conditions in which Slovak literature existed between 1918 and 1948, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on distinguishing the conditions for the existence of literature in the democratic pre-war, authoritarian wartime and limited democratic post-war social context. The student will deepen and develop knowledge of internal periodization, generational, functional, and ideological-aesthetic differentiation, and genre-thematic forms, and of representative supra-individual developmental formations (realism, Symbolism, Naturalism, Second Modernism, Expressionism, Proletarian Poetry, Vitalism, Poeticism, Surrealism, Catholic Modernism, Socialist Realism, Naturism) and the individual creative efforts of representative

authors. Aesthetically extraordinary works will be the focus of attention. A sound orientation of the student in the problems of literature of the first half of the 20th century and the related practical and methodological knowledge will be a prerequisite for his/her proper understanding of the past in the courses of the continuing degree and an important part of preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and master studies and to use them purposefully and creatively in the school environment in the position of a teaching assistant, possibly also for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The theoretical knowledge and practical skills acquired by the student will be able to be communicated to a wider and lay public. An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

ČÚZY, L. a kol. 2005. Panoráma slovenskej literatúry II. Bratislava: Slovenské pedagogické nakladateľstvo. 176 s. ISBN 80-10-00846-X. (selected sections)

ŠMATLÁK, S. 2001. Dejiny slovenskej literatúry II. Bratislava: Literárne informačné centrum. 559 s. ISBN 978-80-89222-29-2. (selected sections)

Recommended readings:

CHMEL, R. a kol. 2006. Slovník diel slovenskej literatúry 20. storočia. Bratislava: Kalligram, Ústav slovenskej literatúry SAV. 528 s. ISBN 80-7149-918-8. (selected dictionary entries)

ŠRANK, J. 2019. Reč električiek v slovenskej poézii. In: Vlna, roč. 21, č. 81, s. 16 – 21.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 368

A	ABS	B	C	D	E	FX
20,65	0,0	17,66	20,92	14,4	7,61	18,75

Lecturers: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde011/22	History of Slovak literature of the 20th century I

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: 4 hours per week: lecture (2 hours) + seminar (2 hours), total 44 hours per semester, combined form (primarily in-person)
Student workload: 11 x 4 hours of direct teaching = 44 hours (22 hours of lectures + 22 hours of seminars); 8 hours of preparation for the midterm test; 8 hours of preparation of the seminar paper; 60 hours of literature study and preparation for the oral examination. Total 120 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (10 points);
• a continuous written test on literary history (during the semester, covering the first 5 topics, 10 points);
• the preparation of a seminar paper (30 points), which analytically and interpretively examines a selected problem of one work from the list of required fiction;
• an oral examination on specialist knowledge and analytical-interpretive skills (50 points).
The course culminates in an assessment resulting from an interim review of learning outcomes during the instructional portion of the semester of study and a final review of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assessments: less than 6 points; mid-term test: less than 6 points; seminar paper: less than 18 points; oral examination: less than 30 points).
The rating is awarded on a scale:

A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of the1st half of the 20th century Slovak literature. The student has excellent knowledge of Slovak literature of the 20th century in the required scope, logically arranges the presented literary-historical facts flawlessly, he/she can apply and adapt the acquired literary-scientific knowledge excellently when working with a literary text in school practice, he/she has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the 1st half of the 20th century Slovak literature. The student has a very good knowledge of Slovak literature of the 20th century to the required extent, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she can apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, he/she has a very good the ability to solve individual tasks and assignments independently in a broader literary, literary-historical and cultural context; the linguistic and stylistic level of his/her expression is very good; he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the 1st half of the 20th century Slovak literature. The student has a good knowledge of Slovak literature of the 20th century in the required range, appropriately arranges the presented literary-historical facts and makes only occasional mistakes, can reliably apply and adapt the acquired literary-historical knowledge when working with a literary text in school practice, independently and reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the 1st half of the 20th century Slovak literature. The student has satisfactory knowledge of Slovak literature of the 20th century in the required range, shows some deficiencies in the arrangement of literary-historical facts, satisfactorily applies the acquired literary-scientific knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the 1st half of the 20th century Slovak literature. The student demonstrates a satisfactory level of knowledge of 20th century Slovak literature to the required extent and significant deficiencies in the organisation of literary-historical facts, is minimally able to apply acquired literary knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments with significant help at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the1st half of the 20th century Slovak literature. The student has insufficient knowledge of Slovak literature of the 20th century in the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge when working with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student has a synthetic knowledge of Slovak literature of 1918 - 1948. The student has acquired knowledge of the existing literary-historical models of this period and of the fundamental literary-theoretical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilizational processes, of periodization models and internal differentiation of original Slovak works of this era. In a representative spectrum, it is familiar with individual modern and avant-garde tendencies and

directions, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its organic links to universal humanistic value bases. As a result of the seminar part of the course, the student develops analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Based on problem-solving assignments, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. He/she is prepared to deepen and develop the acquired knowledge and skills in further bachelor and master studies and is also able to use and creatively apply them in the school environment in the position of a teaching assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature of 1918 -1948 to the general public, and thus offer certain conclusions and justifications to lay readers as well. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Slovak literature after 1918 in the context of contemporary political, social, cultural-civilisational and other transformations.
2. Periodization models of literary development in 1918-1948, generational, functional, ideological-aesthetic and other differentiation of literature.
3. Literary development in the modernist stage (1918-1935): modern and avant-garde tendencies and individual concretizations (realism, naturalism, second modernism, symbolism, expressionism).
4. Panorama of opinion, stylistic and thematic differentiation in the poetry of the 1920s and 1930s (J. Smrek, E. B. Lukáč, L. Novomeský and others).
5. Panorama of opinion, stylistic and thematic differentiation in the prose of the 1920s and 1930s (J. Hrušovský, J. C. Hronský, M. Urban and others).
6. Social, intra-literary and individual motivations of the formation of the avant-garde literary model (1935-1948).
7. Avant-garde literary directions in poetry: surrealism, Catholic modernism.
8. Avant-garde literary directions in prose: socialist realism, naturism.
9. Literary situation in the years of the authoritarian nation-state 1939 -1945.
10. Literary situation in the conditions of limited democracy in the years 1945 - 1948.
11. Developmental tendencies in Slovak literature in the 1930s and 1940s (social novel, historical novel, chamber psychological prose, poets of the sujet, poetry of the native nest, apocalyptic-utopian poetry, ódico-elegic lyric).

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her knowledge of the conditions in which Slovak literature existed between 1918 and 1948, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on distinguishing the conditions for the existence of literature in the democratic pre-war, authoritarian wartime and limited democratic post-war social context. The student will deepen and develop knowledge of internal periodization, generational, functional, and ideological-aesthetic differentiation, and genre-thematic forms, and of representative supra-individual developmental formations (realism, Symbolism, Naturalism, Second Modernism, Expressionism, Proletarian Poetry, Vitalism, Poeticism, Surrealism, Catholic Modernism, Socialist Realism, Naturism) and the individual creative efforts of representative

authors. Aesthetically extraordinary works will be the focus of attention. A sound orientation of the student in the problems of literature of the first half of the 20th century and the related practical and methodological knowledge will be a prerequisite for his/her proper understanding of the past in the courses of the continuing degree and an important part of preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and master studies and to use them purposefully and creatively in the school environment in the position of a teaching assistant, possibly also for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The theoretical knowledge and practical skills acquired by the student will be able to be communicated to a wider and lay public. An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

ČÚZY, L. a kol. 2005. Panoráma slovenskej literatúry II. Bratislava: Slovenské pedagogické nakladateľstvo. 176 s. ISBN 80-10-00846-X. (selected sections)

ŠMATLÁK, S. 2001. Dejiny slovenskej literatúry II. Bratislava: Literárne informačné centrum. 559 s. ISBN 978-80-89222-29-2. (selected sections)

Recommended readings:

CHMEL, R. a kol. 2006. Slovník diel slovenskej literatúry 20. storočia. Bratislava: Kalligram, Ústav slovenskej literatúry SAV. 528 s. ISBN 80-7149-918-8. (selected dictionary entries)

ŠRANK, J. 2019. Reč električiek v slovenskej poézii. In: Vlna, roč. 21, č. 81, s. 16 – 21.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 368

A	ABS	B	C	D	E	FX
20,65	0,0	17,66	20,92	14,4	7,61	18,75

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde013/22	History of Slovak literature of the 20th century II

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: 4 hours per week: lecture (2 hours) + seminar (2 hours), total 44 hours per semester, combined form (primarily in-person)
Student workload: 11 x 4 hours of direct teaching = 44 hours (22 hours of lectures + 22 hours of seminars); 8 hours of preparation for the midterm test; 8 hours of preparation of the seminar paper; 60 hours of literature study and preparation for the oral examination. Total 120 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (10 points);
• a mid-term written test on literary history (mid-term after the 5th topic, 10 points);
• a seminar paper (30 points) that analytically and interpretively examines a selected problem of one work from the list of required fiction;
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the interim control of learning outcomes during the teaching part of the semester of study and from the final control of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained. A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assessments: less than 6 points; mid-term test: less than 6 points; seminar paper: less than 18 points; oral examination: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of the 2nd half of the 20th century Slovak literature. The student has excellent

knowledge of Slovak literature of the 20th century in the required scope, logically arranges the presented literary-historical facts flawlessly, he/she can apply and adapt the acquired literary-scientific knowledge excellently when working with a literary text in school practice, he/she has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the 2nd half of the 20th century Slovak literature. The student has a very good knowledge of Slovak literature of the 20th century to the required extent, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she can apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, he/she has a very good the ability to solve individual tasks and assignments independently in a broader literary, literary-historical and cultural context; the linguistic and stylistic level of his/her expression is very good; he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the 2nd half of the 20th century Slovak literature. The student has a good knowledge of Slovak literature of the 20th century in the required range, appropriately arranges the presented literary-historical facts and makes only occasional mistakes, can reliably apply and adapt the acquired literary-historical knowledge when working with a literary text in school practice, independently and reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the 2nd half of the 20th century Slovak literature. The student has satisfactory knowledge of Slovak literature of the 20th century in the required range, shows some deficiencies in the arrangement of literary-historical facts, satisfactorily applies the acquired literary-scientific knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the 2nd half of the 20th century Slovak literature. The student demonstrates a satisfactory level of knowledge of 20th century Slovak literature to the required extent and significant deficiencies in the organisation of literary-historical facts, is minimally able to apply acquired literary knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments with significant help at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the 2nd half of the 20th century Slovak literature. The student has insufficient knowledge of Slovak literature of the 20th century in the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge when working with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student has a synthetic knowledge of Slovak literature of 1948 - 1989. The student has acquired knowledge of the existing literary-historical models of this period and of the fundamental literary-theoretical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilizational processes, of periodization models and internal differentiation of original Slovak works of this era. In a representative spectrum, it is familiar with individual tendencies, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its organic links to

universal humanistic value bases. As a result of the seminar part of the course, the student develops analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments The student has the competence to independently expand his or her knowledge and the ability to identify and evaluate the broader contexts of professional issues. He/she is prepared to deepen and develop the acquired knowledge and skills in further bachelor and master studies and is also able to use and creatively apply them in the school environment in the position of a pedagogical assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature of the years 1948 - 1989 to the general public and thus to offer certain conclusions and justifications to the lay public as well. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Periodization models of literary development in the years 1948 - 1989.
2. Power establishment of the monolithic model of literature after 1948.
3. Socialist realism.
4. Modernisation and subjectivisation of Slovak prose by the initiatives of members of the middle generation in the 1950s and 1960s (A. Bednár, L. Mňačko and others).
5. Modernisation and subjectivisation of Slovak poetry by the initiatives of members of the middle generation in the 1950s and 1960s (M. Rúfus, M. Válek and others).
6. Modernisation and depoliticisation of Slovak prose by the initiatives of members of the young generation in the 1950s and 1960s (J. Blažková, J. Johanides and others).
7. Modernisation and depoliticisation of Slovak poetry by the initiatives of members of the young generation in the 1950s and 1960s (Concretists, Lonely Runners).
8. Normalization of society and literature after 1968, three parallel communication circuits (official, non-public, emigrant), literature in conditions of non-public culture.
9. Differentiation of the prose of the official circle in 1976-1989 with emphasis on anthropocentrically oriented initiatives (V. Šikula, L. Ballek, R. Sloboda, etc.).
10. Differentiation of the poetry of the official circle in 1976-1989 with emphasis on anthropocentrically oriented initiatives (Š. Strážay, Š. Moravčík, D. Hevier and others).
11. Postmodern tendencies in Slovak literature, 2nd half of the 20th century. 20th century (D. Mitana, P. Vilikovský and others).

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her knowledge of the conditions in which Slovak literature existed between 1948 and 1989, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on distinguishing the conditions for the existence of literature in the different stages of the development of the communist totalitarian regime (the founding period of the dictatorship of the proletariat, the post-Stalinist period, the normalisation period, the pre-reconstruction period). Delayed Debutantes, Everyday Prose, Existentialism, Concretism, The Lonely Runners, the historicist-regionalist novel, the problematic epic of the present, compensatory-asyllabic poetry, analytic poetry, nonconformist individualists, postmodern tendencies) and the individual creative efforts of representative authors. Aesthetically extraordinary works will take center stage. A reliable orientation of the student in the problems of literature of the second half of the 20th century and related practical and methodological knowledge will be a prerequisite for his/her proper understanding of the past in the courses of the continuing degree

and an important part of preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and master studies and to use them purposefully and creatively in the school environment in the position of a teaching assistant, possibly also for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The student will be able to communicate the theoretical knowledge and practical skills acquired to the wider and lay public. An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

ČÚZY, L. a kol. 2006. Panoráma slovenskej literatúry III. Bratislava: Slovenské pedagogické nakladateľstvo. 171 s. ISBN 80-10-00846-X. (selected sections)

MARČOK, V. 2006. Dejiny slovenskej literatúry II. 2. dopln. a rozšír. vyd. Bratislava: Literárne informačné centrum. 472 s. ISBN 978-80-89222-08-0. (selected sections)

Recommended readings:

CHMEL, R. a kol. 2006. Slovník diel slovenskej literatúry 20. storočia. Bratislava: Kalligram, Ústav slovenskej literatúry SAV. 528 s. ISBN 80-7149-918-8. (selected dictionary entries)

ŠRANK, J. 2013. Individualizovaná literatúra. Bratislava: Cathedra. 470 s. ISBN 978-80-89495-12-2. (selected sections)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 298

A	ABS	B	C	D	E	FX
15,77	0,0	23,83	20,13	15,77	10,07	14,43

Lecturers: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde013/22	History of Slovak literature of the 20th century II

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: 4 hours per week: lecture (2 hours) + seminar (2 hours), total 44 hours per semester, combined form (primarily in-person)
Student workload: 11 x 4 hours of direct teaching = 44 hours (22 hours of lectures + 22 hours of seminars); 8 hours of preparation for the midterm test; 8 hours of preparation of the seminar paper; 60 hours of literature study and preparation for the oral examination. Total 120 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (10 points);
• a mid-term written test on literary history (mid-term after the 5th topic, 10 points);
• a seminar paper (30 points) that analytically and interpretively examines a selected problem of one work from the list of required fiction;
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the interim control of learning outcomes during the teaching part of the semester of study and from the final control of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained. A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro-assessments: less than 6 points; mid-term test: less than 6 points; seminar paper: less than 18 points; oral examination: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of the 2nd half of the 20th century Slovak literature. The student has excellent

knowledge of Slovak literature of the 20th century in the required scope, logically arranges the presented literary-historical facts flawlessly, he/she can apply and adapt the acquired literary-scientific knowledge excellently when working with a literary text in school practice, he/she has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the 2nd half of the 20th century Slovak literature. The student has a very good knowledge of Slovak literature of the 20th century to the required extent, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she can apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, he/she has a very good the ability to solve individual tasks and assignments independently in a broader literary, literary-historical and cultural context; the linguistic and stylistic level of his/her expression is very good; he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the 2nd half of the 20th century Slovak literature. The student has a good knowledge of Slovak literature of the 20th century in the required range, appropriately arranges the presented literary-historical facts and makes only occasional mistakes, can reliably apply and adapt the acquired literary-historical knowledge when working with a literary text in school practice, independently and reliably solves individual tasks and assignments, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the 2nd half of the 20th century Slovak literature. The student has satisfactory knowledge of Slovak literature of the 20th century in the required range, shows some deficiencies in the arrangement of literary-historical facts, satisfactorily applies the acquired literary-scientific knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the 2nd half of the 20th century Slovak literature. The student demonstrates a satisfactory level of knowledge of 20th century Slovak literature to the required extent and significant deficiencies in the organisation of literary-historical facts, is minimally able to apply acquired literary knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments with significant help at a sufficient level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the 2nd half of the 20th century Slovak literature. The student has insufficient knowledge of Slovak literature of the 20th century in the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge when working with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student has a synthetic knowledge of Slovak literature of 1948 - 1989. The student has acquired knowledge of the existing literary-historical models of this period and of the fundamental literary-theoretical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilizational processes, of periodization models and internal differentiation of original Slovak works of this era. In a representative spectrum, it is familiar with individual tendencies, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its organic links to

universal humanistic value bases. As a result of the seminar part of the course, the student develops analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments The student has the competence to independently expand his or her knowledge and the ability to identify and evaluate the broader contexts of professional issues. He/she is prepared to deepen and develop the acquired knowledge and skills in further bachelor and master studies and is also able to use and creatively apply them in the school environment in the position of a pedagogical assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature of the years 1948 - 1989 to the general public and thus to offer certain conclusions and justifications to the lay public as well. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Periodization models of literary development in the years 1948 - 1989.
2. Power establishment of the monolithic model of literature after 1948.
3. Socialist realism.
4. Modernisation and subjectivisation of Slovak prose by the initiatives of members of the middle generation in the 1950s and 1960s (A. Bednár, L. Mňačko and others).
5. Modernisation and subjectivisation of Slovak poetry by the initiatives of members of the middle generation in the 1950s and 1960s (M. Rúfus, M. Válek and others).
6. Modernisation and depoliticisation of Slovak prose by the initiatives of members of the young generation in the 1950s and 1960s (J. Blažková, J. Johanides and others).
7. Modernisation and depoliticisation of Slovak poetry by the initiatives of members of the young generation in the 1950s and 1960s (Concretists, Lonely Runners).
8. Normalization of society and literature after 1968, three parallel communication circuits (official, non-public, emigrant), literature in conditions of non-public culture.
9. Differentiation of the prose of the official circle in 1976-1989 with emphasis on anthropocentrically oriented initiatives (V. Šikula, L. Ballek, R. Sloboda, etc.).
10. Differentiation of the poetry of the official circle in 1976-1989 with emphasis on anthropocentrically oriented initiatives (Š. Strážay, Š. Moravčík, D. Hevier and others).
11. Postmodern tendencies in Slovak literature, 2nd half of the 20th century. 20th century (D. Mitana, P. Vilikovský and others).

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will deepen and develop his/her knowledge of the conditions in which Slovak literature existed between 1948 and 1989, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on distinguishing the conditions for the existence of literature in the different stages of the development of the communist totalitarian regime (the founding period of the dictatorship of the proletariat, the post-Stalinist period, the normalisation period, the pre-reconstruction period). Delayed Debutantes, Everyday Prose, Existentialism, Concretism, The Lonely Runners, the historicist-regionalist novel, the problematic epic of the present, compensatory-asyllabic poetry, analytic poetry, nonconformist individualists, postmodern tendencies) and the individual creative efforts of representative authors. Aesthetically extraordinary works will take center stage. A reliable orientation of the student in the problems of literature of the second half of the 20th century and related practical and methodological knowledge will be a prerequisite for his/her proper understanding of the past in the courses of the continuing degree

and an important part of preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the acquired theoretical knowledge and practical skills in further bachelor and master studies and to use them purposefully and creatively in the school environment in the position of a teaching assistant, possibly also for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The student will be able to communicate the theoretical knowledge and practical skills acquired to the wider and lay public. An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

ČÚZY, L. a kol. 2006. Panoráma slovenskej literatúry III. Bratislava: Slovenské pedagogické nakladateľstvo. 171 s. ISBN 80-10-00846-X. (selected sections)

MARČOK, V. 2006. Dejiny slovenskej literatúry II. 2. dopln. a rozšír. vyd. Bratislava: Literárne informačné centrum. 472 s. ISBN 978-80-89222-08-0. (selected sections)

Recommended readings:

CHMEL, R. a kol. 2006. Slovník diel slovenskej literatúry 20. storočia. Bratislava: Kalligram, Ústav slovenskej literatúry SAV. 528 s. ISBN 80-7149-918-8. (selected dictionary entries)

ŠRANK, J. 2013. Individualizovaná literatúra. Bratislava: Cathedra. 470 s. ISBN 978-80-89495-12-2. (selected sections)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 298

A	ABS	B	C	D	E	FX
15,77	0,0	23,83	20,13	15,77	10,07	14,43

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde003/22	History of schooling and 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: 5

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an examination. The weighting of the interim and final assessment is 50/50.
Interim assessment (50%) consists of an assessment of 10 assignments completed by students. The solution of each task is assessed on a 2-0 point scale according to the specific criteria set for each task. The maximum possible number of points obtained in the interim assessment is 20.
The final grade (50%) consists of an assessment of the following knowledge and competencies demonstrated by the student in the oral examination: The student's ability to use professional terminology (assessed on a 2-0 point scale), to define the subject and describe the system of the history of education (2-0), to explain the context of the emergence and the main features of the historical currents of educational thought (4-0), to describe and compare the systems of education in different historical periods (6-0), to explain the views and characterize the work of significant figures in the history of education, to critically evaluate them and to identify their influence on education and education today (6-0). The maximum possible marks in the continuous assessment are 20.
For successful completion of the course it is necessary to obtain at least 60% of the points (24 points).
The overall grade is awarded on a grading scale:
A (40-37 points) - excellent (outstanding results),
B (36-33 points) - very good (above average standard),
C (32-30 points) - good (average results),
D (29-27 points) - satisfactory (acceptable results),
E (26-24 points) - sufficient (results meet the minimum criteria),
FX (23-0 points) - underperforming (unacceptable results).
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): 50/50

Learning outcomes:
Learning outcomes:
Upon completion of the course, students will be able to use professional terminology, define the subject, and describe the system of the history of pedagogy. 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.
Transferable competences: 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 status 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 competences 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 pedagogy. 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:

Reference sources:
BRŤKOVÁ, M., et al. Kapitoly z dejín pedagogiky. Bratislava: Pressent 2000.
JŮVA,V. jun., JŮVA, V. sen. Stručné dějiny pedagogiky. Brno: Paido 2003.
KASPER, T, KASPEROVÁ, D. Dějiny pedagogiky. Praha: Grada. 2008.
KUDLÁČOVÁ, B. Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 2007.
PORUBSKÝ, Š. Úryvky z dejín pedagogického myslenia. Banská Bystrica: PF UMB, 2012.
PŠENÁK, J. Dejiny školstva a pedagogiky. Žilina: EDIS-vydavateľstvo ŽUŽ 2012.
ŠMAHELOVÁ, B. Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 2008

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 159

A	ABS	B	C	D	E	FX
32,7	0,0	22,64	16,98	10,06	5,03	12,58

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde028/20	Internship A

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
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: 16

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	0,0	0,0	0,0	6,25

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 03.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde028/20	Internship A

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 16

A	ABS	B	C	D	E	FX
93,75	0,0	0,0	0,0	0,0	0,0	6,25

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 03.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde029/20	Internship B

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
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: 2

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

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 03.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde029/20	Internship B

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 10s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 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: 2

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

Lecturers: Ing. Mgr. Jozef Strakoš, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 03.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde001/22	Introduction to language study

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 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 38 hours of continuous preparation for the lecture and preparation for the midterm test, including study of the literature; 60 hours of preparation for the final test, including study of the literature. A total of 120 hours of student work.
Teaching methods: explanation; demonstration of theoretical knowledge and concepts by practical examples; discussion of the topic; guided self-study; e-learning

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a midterm test after the 6th topic (50 points) and in the exam period in the form of a final test (50 points). The course is completed with an assessment resulting from the interim assessment of learning outcomes during the teaching part of the semester of study and the final assessment of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has an excellent knowledge of the introduction to language study in the required range, logically arranges the facts presented, can apply and adapt the acquired linguistic knowledge in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellent developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of the introduction to language learning to the required extent, logically organises the facts presented, can apply and adapt the linguistic knowledge acquired very well in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic

context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills to learn;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of introductory language learning to the required extent, organises the facts presented appropriately, can reliably apply and adapt the linguistic knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the introduction to language learning within the required scope, shows some deficiencies in the arrangement of facts, can satisfactorily apply the linguistic knowledge acquired in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge from the introduction to the study of language in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired linguistic knowledge in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the introduction to language learning to the required extent, does not know the facts and their logical connections, cannot apply the linguistic knowledge acquired in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student has acquired a set of basic knowledge about language in general so that he/she can easily perceive the specialised explanations about language in the following years of study. At the level of the current state of scientific knowledge, the student has a thorough knowledge of basic linguistic terms and concepts and has acquired basic knowledge of the individual levels of the language system. The student is able to appropriately concretise the acquired theoretical knowledge and concepts, especially in the field of sound, lexical, morphological and syntactic subsystems of language, using practical examples of individual linguistic phenomena. He/she is also able to apply them appropriately to the solution of a problem in the field of language, being able to actively obtain and communicate the necessary information and facts and to formulate and defend relevant professional arguments appropriately. The student has developed analytical skills as well as the ability to think abstractly and critically, can think about linguistic phenomena in context and has developed the ability to expand his/her knowledge independently. He has acquired the basic theoretical knowledge of language and linguistics as well as the skills which enable him to navigate reliably through the linguistic literature and to perceive readily the interpretations of language which follow in the subsequent years of his studies. The acquired theoretical knowledge is not only prepared to deepen and develop it in further Bachelor's and subsequently Master's studies, but also to use and creatively apply it in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment. The student is also able to convey basic information about language and its individual subsystems to the general public and thus offer certain conclusions and linguistic justifications to lay audiences as well. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

Class syllabus:
1. System and structure of language. Basic subsystems of language, basic linguistic units differentiated according to subsystems of language, basic linguistic disciplines. Systemic relations in language. Properties of the system.
2. Language feature. Unilateral and bilateral understanding and nature of the linguistic sign.

3. Linguistic functions. Communicative, cognitive, representational and aesthetic functions of language.
4. Language and society. National language and its formations. The basic developmental line of written Slovak. Basic Slovak codification manuals and linguistic works on the Slovak language. Slovak linguists.
5. Language and consciousness. Language and thinking. Language as an individual phenomenon.
6. Language as an object of research in linguistics. Linguistics, philology, grammar. Language and writing, spelling, principles of Slovak spelling. Linguistics in the system of sciences.
7. The sound level of language. Phoneme, vowel, allophone. Phonology and phonetics. Properties of phonemes. Phonological opposites. Vowels and consonants. Diphthongs. Neutralizations and alternations. Suprasegmental phenomena.
8. Lexical subsystem of language. Word, lexeme. Meaning of a word, sememe, seme. Lexicology and its sub-disciplines. Ways of vocabulary enrichment. Word-forming structure of a word. Paradigmatic relations in vocabulary. Vocabulary breakdown and classification. Lexicography, types of dictionaries in Slovak.
9. Morphological subystem of language. Grammatical form. Morpheme, morphemic structure of a word, types of morphemes. Word types, criteria for defining word types, classification of word types. Lexical, grammatical and lexico-grammatical categories. Characteristic features of Slovak morphology.
10. The syntactic subsystem of language. Construction, types of constructions. Syntagmatics. Sentence syntax, sentence articles. Semi-sentential syntax. Sentence syntax. Suprasentential and semantic syntax.
11. Genealogical, typological and areal classification of languages. The position of Slovak among the languages. Linguistics, its development and methods. History of linguistics.
The student will thoroughly acquire basic theoretical knowledge about language and linguistics, which will not only build on the knowledge acquired in general secondary education, but will also further enable the deepening and systematic development of his/her knowledge in the field into a comprehensive form, which he/she will be able to subsequently use in application. The student will become acquainted with basic linguistic terms and concepts, acquire basic knowledge of the individual levels of the language system and the laws of its functioning. At the level of the current state of knowledge, the student will acquire relevant knowledge about language and speech, linguistic sign, content and form in language and their interrelation, the functions of language, the relationship between language and society, the stratification of language, the notion of national language, written language and other existential forms of language, the relationship between language and consciousness, language and thought, linguistics as a science of language, the history of linguistics and the classification of languages. The student will also acquire a thorough knowledge of the basic knowledge of the individual levels of the language system, become familiar with the definition of basic concepts, characteristics and classifications of linguistic phenomena in the field of sound, lexical, morphological and syntactic subsystems of language. An important aspect of the course will also be the acquisition of the ability to appropriately concretise the theoretical concepts acquired through practical examples. The student will be able to actively acquire information in the field of language and linguistics, using digital technologies and resources, effectively use the acquired knowledge, adequately formulate and defend arguments, and on their basis solve professional problems in the field, using appropriate methods of the discipline. They will also develop their communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to observe the principles of authorial ethics, the ability to plan and to be actively responsible for their own learning. The student will be able to apply the acquired knowledge and skills in reliable orientation in linguistic literature, in prompt perception of interpretations about language in the following years of his/her studies, thus he/she will be

ready to deepen and develop them in further bachelor's and then master's studies, as well as to use them and creatively apply them in the school environment in the position of a pedagogical assistant, or even for the needs of the publishing environment. Emphasis on raising the student's professional level and linguistic culture will be equally important in adequately conveying basic information about language in general and about phonological, lexical and grammatical linguistic phenomena to the general public, as well as in independently analysing a problem in a given area at the level of language and offering relevant conclusions, explanations and linguistic justifications to lay audiences.

Recommended literature:

Compulsory readings:

ONDRUŠ, Š. – SABOL, J. 1987. Úvod do štúdia jazykov. 3. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 344 s.

Recommended readings:

ČERNÝ, J. 1998. Úvod do studia jazyka. Olomouc: Rubico. 248 s. ISBN 80-85839-24-5. (selected chapters)
DOLNÍK, J. 1999. Základy lingvistiky. Bratislava: Filozofická fakulta UK. 228 s. ISBN80-85697-95-5. (selected chapters)
DZIVIAKOVÁ, M. 2016. Slovenský jazyk, jeho systém a charakteristika. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 31 – 90. ISBN 978-80-89726-88-2.
KAČALA, J. 1994. Slovenčina – vec politická? Martin: Matica slovenská. 187 s. ISBN 80-7090-294-9.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 504

A	ABS	B	C	D	E	FX
6,75	0,0	12,9	18,25	24,21	20,83	17,06

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde002/22	Introduction to literature study

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 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of continuous class preparation; 38 hours of preparation for 2 midterm tests; 50 hours of literature study and preparation for the final written test on professional knowledge and analytical-interpretive skills. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generative interview, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with text, problem-based tasks, guided self-study, e-learning

Number of credits: 4

Recommended semester: 1.

Educational level: I.

Prerequisites:

Course requirements:
Course completion requirements:
Active participation in the class is required to pass the course. Assessment includes:
• two midterm written tests (the first mid-semester after Topic 6, the second at the end of the midterm, both 25 points);
• a final written test on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the interim control of learning outcomes during the teaching part of the semester of study and from the final control of learning outcomes (50/50).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (intermediate tests: less than 15 points each; final written test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has an excellent knowledge of the introduction to the study of literature in the required scope, logically arranges the presented facts in a flawless manner, can apply and adapt the acquired literary knowledge at

an excellent level in specific approaches to the literary text in the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of the introduction to the study of literature to the required extent, he/she arranges the facts presented logically, with only minor errors, he/she is able to apply and adapt the acquired literary knowledge very well in specific approaches to literary texts in the teaching of literature in school practice, has the ability to solve individual tasks and assignments independently and in wider literary, literary-historical and cultural contexts, the linguistic and stylistic level of his/her expression is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of the introduction to the study of literature to the required extent, arranges the facts presented appropriately and makes errors only in places, can reliably apply and adapt the acquired literary knowledge in specific approaches to the literary text in the teaching of literature in school practice, reliably solves individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the introduction to the study of literature to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary knowledge in specific approaches to the literary text in the teaching of literature in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates minimal knowledge of introductory literature study to the required extent and significant gaps in the organization of facts, can minimally apply acquired literary knowledge in specific approaches to literary text, solves individual tasks and assignments with considerable assistance at a satisfactory level, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of the introduction to the study of literature to the required extent, does not know the facts or their logical connections, cannot apply the acquired literary knowledge in specific approaches to the literary text, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student has knowledge of the theoretical-methodological and terminological apparatus of literary science, of semiotic-communicative and literary-aesthetic principles and laws of the verbal work, of the means and methods of construction of the work, of genology, versology and the issues of reception of the literary work. The student has knowledge of the methodology of literary analysis, has developed his/her analytical skills with an emphasis on independent and creative work, has acquired analytical and interpretive skills applicable to the professional and school analysis and interpretation of specific literary texts, can identify different forms of literariness and can actively seek new possibilities in approaching a literary text. The student is able to interpret a literary text in relation to other art forms. Can also work with different possible interpretations of a text in school practice. As a result of the analytical and critical approach to the literary text, the student has developed transferable competences, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks, as well as to construct his/her own interpretations of literary texts. The student is able to promptly perceive interpretations of literature in the following years of his/her studies. Based on problem-

solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. He is not only prepared to deepen and develop the acquired knowledge, skills and competences in further bachelor's and then master's studies, but also to use them and creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

Class syllabus:

1. Literary science and its disciplines. Methodology of literary science. Overview of world and domestic literary theory.
2. Possibilities of interpretation of literature. Basic methods, procedures and aspects in the analysis of a literary text. An overview of some of the major literary theoretical and interpretive movements and schools.
3. Semiotic-communicative and receptive-aesthetic essence of artistic literature and literary work.
4. Linguistic construction - stylistic level and expressive organization of a literary work. Stylistic (expressive) model of the text. Poetics of a poetic text. Tropes and figures.
5. Thematic construction of a literary work. The thematic model of a literary work and its basic categories (character, narrator/lyrical subject, chronotope, plot, sujet). Basics of narrative theory (narratology).
6. Compositional construction of a literary work. Compositional model of a literary work and its basic categories of external and internal composition.
7. Literary types and genres. Species and genre system of literature and its developmental dynamics. The genre nature of the literary work and the literary process.
8. Author, text, reader. The question of intentionality as a prerequisite for understanding a literary work. The meaning and sense of the text.
9. Fundamentals of versology (metre, prosodic systems, verse, rhyme, strophe).
10. Analysis and interpretation of selected poetic texts.
11. Analysis and interpretation of selected prose and dramatic texts.

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning the theoretical-methodological and terminological apparatus of literary science (its disciplines and methods within the framework of research of artistic literature), semiotic-communicative and literary-aesthetic principles and laws of the verbal work, means and procedures of linguistic, formal, thematic and compositional construction of the work, the stylistic level, means of expression, generic and genre system of literature, versology and issues of reception of the literary work. The student will be able to create simple definitions of literary terms, to give age-appropriate examples and to identify and correct the most frequent mistakes that occur when working with text in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to justify and apply various methodological procedures of literary analysis and interpretation, to evaluate the artistic contribution of a literary work, to use the experience with an artistic text in his/her own individual (reception and production) activity. Develop analytical skills with emphasis on independent and creative work. On the basis of the knowledge and skills acquired, he/she

will be able to apply analytical-interpretive competencies to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and interpretation. The student will acquire a base of knowledge and skills that he/she will deepen and develop in further bachelor's and then master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a text proofreader. The student's acquired knowledge and skills will be a professional prerequisite for the analysis and selection of didactic materials from literature with regard to teaching objectives. The student will develop his/her analytical-interpretive skills with an emphasis on independent and creative work, critical thinking and reasoning in context, and will be able to justify and apply various methodological approaches to the interpretation of a literary work. The student will be guided to actively acquire information and effectively use cross-cutting and specialised knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. They will creatively use appropriate and appropriate methods of the discipline in solving problem-based assignments. He/she will have the aptitude and motivation to develop the skills necessary for further learning and will be prepared to encourage pupils to actively acquire literary (especially literary-theoretical) knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and be actively responsible for his/her own learning, to develop
and foster a sense of social responsibility and pluralistic citizenship in the spirit of democracy.

Recommended literature:

Compulsory readings:

HARPÁŇ, M. 2009. Teória literatúry. Bratislava: ESA, 283 s. ISBN 978-80-85684-69-8. (selected chapters)

Recommended readings:

CULLER, J. D. 2002. Krátký úvod do literární teorie. Brno: Host. 168 s. ISBN 80-7294-070-8. (selected chapters)

HODROVÁ, D. a kol. 2001. ... na okraji chaosu... Poetika literárního díla 20. století. Praha: Torst. 865 s. ISBN 80-7215-140-1. (selected chapters)

PETRŮ, E. 2000. Úvod do studia literární vědy. Olomouc: Rubico. 187 s. ISBN 80-85839-44-X. (selected chapters)

ŠRANK, J. 2009. Autorské texty s folklórnou dimenziou. Bratislava: Univerzita Komenského. 168 s. ISBN 978-80-223-2668-1. (selected sections)

Additional study texts will be made available to students electronically.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 478

A	ABS	B	C	D	E	FX
14,02	0,0	24,06	23,43	13,39	13,18	11,92

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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: 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde016/22	Lexical analysis

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of continuous preparation for individual seminars; 2 x 14 hours of preparation for two practical lexical text analyses = 28 hours. A total of 60 hours of student work.
Teaching methods: lecture, explanation, demonstration of practical examples, exercises, analysis and problem solving, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated continuously in the form of 2 practical lexical analyses of the text after the 5th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of lexical phenomena (2 x 50 points = 100 points). To pass the course, a minimum score of 60 % is required. A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D and a minimum of 60 points out of the total number of points for a grade of E. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of lexicology in the required range, logically arranges the facts presented, can apply and adapt the acquired knowledge of lexicology in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of lexicology to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of lexicology very well in practice, has the ability to solve individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;

C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of lexicology to the required extent, organises the facts presented appropriately, can reliably apply and adapt the lexical knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of lexicology to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of lexicology in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of lexicology in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge from lexicology in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of lexicology to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of lexicology in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

Students are able to apply the acquired theoretical knowledge from lexicology and its disciplines in the analysis and characterization of lexical resources and their interrelationships used in a specific text. They are reliably oriented in the vocabulary of our national language and are prepared to evaluate and justify the appropriateness, correctness and creativity of the use of lexical means in diverse types of texts. They can creatively, independently and with the use of appropriate procedures and relevant resources solve problem-solving tasks and assignments in a broader linguistic context, not only in terms of the current state of scientific knowledge but also in terms of school practice. They can actively acquire information about lexical resources and their use, communicate it to the public and use it in their own text production and in the cultivation of their linguistic expression. They have developed the ability to think analytically and critically. They are prepared not only to deepen and develop the acquired knowledge and skills in further bachelor's and subsequently master's studies, but also to effectively use and creatively apply them in the school environment in the position of a teaching assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, also in the position of a teacher of Slovak language and literature in secondary education.

Class syllabus:

1. Principles of processing of the Short Dictionary of the Slovak Language, the Dictionary of the Contemporary Slovak Language and the Synonymic Dictionary of the Slovak Language. Variations in the spelling, form, word-formation and spelling of words.
2. Arbitrariness of a linguistic sign. Motivation of words, types of lexical motivation.
3. Characteristics of vocabulary. Semasiological and onomasiological approach to lexis. Sub-systems in vocabulary. Centre and periphery in vocabulary.
4. Meaning structure of a word. Determining the lexical meaning of a word. Meaning nuance. Component analysis, semantic disjunctive signs (semes).
5. Paradigmatic relations of lexemes. Homonymy, synonymy, antonymy, hyperonymy, hyponymy, cohyponymy.
6. Syntagmatic relations of lexemes. Factors determining the connectivity of words. Changes in word connectivity as signals of extensional-intensional and transpositional meaning changes of word meaning.
7. Manifestations of dynamics in vocabulary. Vocabulary enrichment (word formation, formation of multi-word nominalizations, universalization, abreviation, multiverbalization, semi-

nomasiological-onomasiological derivation, adoption of foreign lexemes, conversion). The disappearance of words.
8. Word-motivated words, their word-formation structure. Word-formation means, procedures, formations.
9. Vocabulary differentiation in terms of spelling, stylistic symptomatology and expressiveness, in terms of social and territoriality, in terms of time, in terms of origin and frequency.
10. Phrasemes. Variants of phrases, the actualization of phrases in speech.
11. Terms, their structure and formation. Logicization of terms, terminologization and determinologization.
The curriculum of the course covers a complex of knowledge from lexicology and individual lexical disciplines, which builds on the general secondary education of students and systematically develops their knowledge into a complex form with an emphasis on strengthening the ability to practically apply the acquired theoretical knowledge in lexical-semantic and word-formation analysis of words, as well as in the characterization of lexical means and their interrelationships used in a specific text. Students will be able to work correctly and effectively with different types of dictionaries, understand the basic principles of their processing, learn to search for the necessary information and use it in analysing the lexical means used in the text, in evaluating and justifying the appropriateness and correctness of their use, as well as in their own text production and in cultivating their linguistic expression. They will be able to orient themselves reliably in the vocabulary of our national language and evaluate words in terms of spelling, expressiveness, frequency, in terms of time and in terms of belonging to different styles and stylistic layers. They will be able to identify and explain the diverse semantic relationships of words in a text, as well as to perceive and critically evaluate the particularities of their use in diverse types of texts, including their creative use in non-fiction texts. The course will lead students to actively acquire information and use knowledge effectively, consolidate and develop their ability to interpret facts, formulate arguments, propose solutions to professional problems and communicate them to the public. Students will also consolidate and develop their communication and digital skills. They will be prepared not only to deepen and develop the acquired knowledge and skills in further bachelor's and then master's studies, but also to use and creatively apply them in the publishing environment in the position of a proofreader, in the school environment in the position of a teaching assistant and, after completing their master's studies, in the position of a teacher of Slovak language and literature in secondary education.

Recommended literature:

Compulsory readings:

RIPKA, I. – IMRICHOVÁ, M. 2011. Kapitoly z lexikológie a lexikografie. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove. 236 s. ISBN 978-80-555-0327-1. (selected chapters)

Recommended readings:

FURDÍK, J. 2004. Slovenská slovotvorba (teória, opis, cvičenia). Prešov: Náuka. 200 s. ISBN 978-80-8903-828-2. (selected chapters)
HORVÁTHOVÁ, Ľ. 2017. Jazyk Slniečka. In Časopisecký fenomén Slniečko v kontexte slovenskej detskej a národnej kultúry, Ondrej Sliacky a kol., s. 193 – 220. Bratislava: Univerzita Komenského v Bratislave. ISBN 9878022344838.
Krátky slovník slovenského jazyka. 2020. Red. J. Kačala – M. Považaj – M. Pisárčiková. 5., doplnené a upravené vyd. Martin: Matica slovenská. 956 s. ISBN 978-80-8128-261-4.
Synonymický slovník slovenčiny. 1995. Red. M. Pisárčiková. Bratislava: Veda. 998 s. ISBN 80-224-0427-6.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 395

A	ABS	B	C	D	E	FX
20,51	0,0	26,58	18,48	15,44	13,67	5,32

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde005/22	Lexicology

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 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 38 hours of continuous preparation for lectures and preparation for the midterm test, including the study of literature; 60 hours of preparation for the final test, including the study of literature. A total of 120 hours of student work.
Teaching methods: lecture, explanation, demonstration of practical examples, guided self-study, e-learning

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated in the form of a midterm test after the 5th topic (50 points) and a final test (50 points) in the exam period. The course is completed with an assessment resulting from the interim assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E out of the total points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of lexicology in the required range, logically arranges the facts presented, can apply and adapt the acquired knowledge of lexicology in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of lexicology to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of lexicology very well in practice, has the ability to solve

individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of lexicology to the required extent, organises the facts presented appropriately, can reliably apply and adapt the lexical knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of lexicology to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of lexicology in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of lexicology in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of lexicology in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of lexicology to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of lexicology in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
Students have a complex knowledge of lexicology and individual lexical disciplines, they know the content and division of lexicology, the subject and methods of its research. They perceive the connection of the lexical level with other levels of the language system, the multistructure of the vocabulary and the internal differentiation of our national language. They are able to explain and concretise the acquired theoretical knowledge of lexical resources on practical examples, they are able to independently search for necessary information in relevant sources, critically evaluate them and use them appropriately when communicating their knowledge, conclusions and justifying them to the lay and professional public. They are able to perceive and evaluate various lexical phenomena not only from the point of view of the current state of scientific knowledge, but also from the point of view of school practice. They have developed the ability to think in context, to argue and to think critically. They are prepared to deepen and develop the acquired knowledge in the course of further studies, to use it effectively in the cultivation of their linguistic expression and in their own text production, as well as in the school environment in the position of a teaching assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, in the position of a teacher of Slovak language and literature in secondary education.

Class syllabus:
1. The lexical subsystem and its relation to other subsystems of language. Lexicology - its scope, division, subject and methods.
2. The word as the basic unit of the lexical subsystem of the language system. The word in terms of the lexical, sound, morphological and syntactic levels of language. Variants of the word.
3. Characteristics of word types in terms of their naming value. Sub-systems in the vocabulary. Lexical units in terms of paradigmatic, syntagmatic and pragmatic properties. Centre and periphery in the vocabulary.
4. Lexical semantics. The word as a linguistic sign. Meaning-forming factors. Motivation of lexemes. Component analysis, types of semantic disjunctive signs.
5. Semantic structure of a word. Manifestations of symmetrical dualism of a linguistic sign. Polysemy, homonymy and synonymy. Word connectivity and the factors that condition it. Changes in the meaning of a word.

6. Derivatology. Word-forming structure of a word, word-forming ways, means, procedures and types.
7. Manifestations of dynamics in vocabulary. Word formation (derivation, composition), universalization, multiverbalization, abreviation, appellativization, proprialization, formation of multi-word nominalizations, semiological-onomasiological derivation, acquisition from foreign languages, termination of words
8. Vocabulary differentiation from the semantic point of view, from the stylistic and expressive point of view, from the social and territorial point of view, from the temporal point of view, from the point of view of origin and frequency, from the point of view of spelling.
9. Phraseology. Characteristics of phrases, their semantic and structural classification.
10. Terminology. Properties and structure of terms, logization of terms, terminologization and determinologization.
11. Lexicography. Typology of dictionaries.
The curriculum of the course covers a complex of knowledge from lexicology and individual lexical disciplines, which builds on the general secondary education of students and systematically develops and deepens their knowledge into a comprehensive and applicable form. The course will enable students to acquire a comprehensive picture of the system in the vocabulary, of the principles of its differentiation and organization, of the semantic and formal relations in the vocabulary, about the word as the central unit of the lexical system, about its meaning and word-formation structure and about its place in the vocabulary system. Students will acquire knowledge and basic concepts of lexical semantics (semasiology), onomasiology, derivatology, phraseology, terminology and lexicography, which they will be able to apply in the analysis of lexical devices used in a text and in the evaluation of the appropriateness, correctness and creativity of their use. They will reliably orient themselves in the vocabulary of our national language, learn to differentiate and evaluate words in terms of spelling, expressiveness, frequency, in terms of time and in terms of belonging to different styles and stylistic layers, identify and explain the diverse semantic relationships of words in a text, and sensitively perceive and critically evaluate the peculiarities of their use in diverse types of texts. They will be prepared to solve problem-solving tasks and assignments independently and in a broader linguistic context, to independently search for necessary information in different types of dictionaries and in specialist literature, to critically evaluate them and to use them appropriately in communicating knowledge, conclusions and their justifications to both specialist and lay audiences. They will be prepared not only to deepen, develop and systematize the acquired knowledge in the course of their further studies, as well as in the cultivation of their linguistic expression, but also to apply it creatively in the school environment in the position of a pedagogical assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, also in the position of a teacher of Slovak language and literature in secondary education.

Recommended literature:

Compulsory readings:
RIPKA, I. – IMRICHOVÁ, M. 2011. Kapitoly z lexikológie a lexikografie. Prešov: Prešovská univerzita v Prešove. 235 s. ISBN 978-80-5550-327-1.
Recommended readings:
FURDÍK, J. 2004. Slovenská slovotvorba (teória, opis, cvičenia). Prešov: Náuka. 200 s. ISBN 978-80-8903-828-2. (selected chapters)
FURDÍK, J. 2008. Teória motivácie v lexikálnej zásobe. Košice: LG. 95 s. ISBN978-80-9697-607-2. (selected chapters)
HORVÁTHOVÁ, Ľ. 2017. Jazyk Slniečka. In Časopisecký fenomén Slniečko v kontexte slovenskej detskej a národnej kultúry, Ondrej Sliacky a kol., s. 193 – 220. Bratislava: Univerzita Komenského v Bratislave. ISBN 9878022344838.

OLOŠTIAK, M. – IVANOVÁ, M. 2013. Kapitoly z lexikológie (Lexikálna syntagmatika a viacslovné pomenovania). Prešov: Filozofická fakulta Prešovskej univerzity v Prešove. 251 s. ISBN 978-80-555-0938-9. (selected chapters)
Krátky slovník slovenského jazyka. 2020. Red. J. Kačala – M. Považaj – M. Pisárčiková. 5., doplnené a upravené vyd. Martin: Matica slovenská. 956 s. ISBN 978-80-8128-261-4.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 461

A	ABS	B	C	D	E	FX
11,5	0,0	21,91	18,66	14,32	18,0	15,62

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde009/22	Literature for children and youth

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
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: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 25 hours of continuous preparation for individual lessons with application of specific assignments, including reading of literary texts for individual lessons; 12 hours of seminar work; 50 hours of study of literature and preparation for the oral examination on professional knowledge and analytical-interpretive skills. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generalizing interview, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with text, group work, problem-based tasks, guided self-study, e-learning

Number of credits: 4

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills required in working with literary texts (30 points);
• the production of a seminar paper which examines the work of the author studied with an emphasis on the application of the knowledge acquired about the particularities of the author's poetics, on analytical-interpretive skills and on the defence of one's arguments (20 points);
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the interim control of learning outcomes during the teaching part of the semester of study and from the final control of learning outcomes (50/50). To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (assignments: less than 18 points; final analysis: less than 12 points; oral examination: less than 30 points).

A (100 - 93%, excellent - outstanding results): excellent performance: The student has an excellent knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works in the required scope, logically arranges the presented literary-historical facts flawlessly, the acquired literary-scientific knowledge can be applied and adapted at an excellent level in specific approaches to the literary text usable in the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: the student has a very good knowledge of Slovak literature for children and young people, its developmental phases, genre invariants, major figures and their representative works to the required extent, logically, with only minor errors, he arranges the presented literary-historical facts, he is able to apply and adapt the acquired literary-scientific knowledge very well in specific approaches to the literary text usable in the teaching of literature in school practice, he has the ability to independently solve individual tasks and assignments also in the broader literary, literary-historical and cultural context, the linguistic and stylistic level of his speech is very good, he has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: The student has a good knowledge of Slovak literature for children and young people, its developmental stages, genre invariants, the most important representatives and their representative works to the required extent, arranges the presented literary-historical facts appropriately and makes errors only in places, can reliably apply and adapt the acquired literary-historical knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, reliably solves individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: Student has satisfactory knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works in the required range, demonstrates some deficiencies in the arrangement of literary-historical facts, can satisfactorily apply the acquired literary-historical knowledge in specific approaches to the literary text usable in the teaching of literature in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge about Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works in the required range, as well as significant deficiencies in the arrangement of literary-historical facts, the acquired literary-scientific knowledge can be minimally applied in specific approaches to the literary text usable in the teaching of literature in school practice, with significant help at a sufficient level, solves individual tasks and assignments, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works to the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary-scientific knowledge in specific approaches to literary text usable in teaching literature in school practice, cannot solve individual tasks and assignments, has insufficient skills to learn.

Learning outcomes:
The student has knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works. The student is able to creatively and independently analyse and interpret literary texts, to characterise the

poeological and value specifics of the work of individual authors and to identify different forms of literariness. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specificity and artistic value of selected literary texts, and can actively seek new possibilities in approaching a literary text. The student is able to interpret a literary text in relation to other types of art. The student can also work with different possible interpretations of the text in school practice. As a result of the analytical and critical approach to the literary text, the student develops transferable competences, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks, as well as to construct his/her own interpretations of literary texts. The student is able to promptly perceive interpretations of literature in the following years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. The student has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to abstract and critical thinking, reasoning in context, metacognitive skills. The student is prepared not only to deepen and develop the acquired knowledge, skills and competences in further bachelor's and subsequently master's studies, but also to use and creatively apply them in the school environment in the position of a pedagogical assistant, or even for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

Class syllabus:

1. Children's recipient, age periods and genre composition of literature for children and youth. Periodization process and developmental phases of Slovak literature for children and youth. Education for literature and education through literature. Institutional and journal base of literature for children and youth. Projects promoting reading for children and young people.
2. Folktale, poetics and typology. Collectors and their concepts. Basic manuscript and printed collections. The work of S. Reuss, J. Francisci, A. H. Škultéty and P. Dobšinský. Incorporation of the fairy tale into the children's reading fund. Literary folklorism for children and youth in the 20th century. Interpretation of selected folk tales by P. Dobšinský and the work of M. Rúfus The Book of Fairy Tales.
3. Folk tale, typology, collectors. The folktale work of A. Mednyanský, J. C. Hronský, J. Horák, M. Ďuríčková, literary project Tale Map of Slovakia. Interpretation of J. C. Hronský's The Buried Sword and M. Ďuríčková's The Queen of the Danube.
4. Constituting Slovak artistic literature for children and youth in the 1930s (works for children and youth by Ľ. Podjavorinská, Ľ. Ondrejov, J. C. Hronský, M. Rázusová-Martáková, M. Hranko, M. Rázus, J. Bodenek. Interpretation of the works of J. C. Hronský's The Bold Hare and Ľ. Ondrejov's The Robber's Youth.
5. Author's fairy tale, poetics and typology. The most important Slovak creators of modern fairy tales (Ľ. Feldek, M. Ďuríčková, J. Blažková, K. Bendová and others). Interpretation of M. Ďuríčková's fairy tale Jasietka and selected fairy tales from the works of K. Bendová's Osmijanka's Fairy Tales and Ľ. Feldek's Green Deer.
6. The most important Slovak creators of modern fairy tales (D. Hevier, J. Uličiansky, E. J. Groch, J. Milčák, D. Pastirčák, D. Taragel and others). Interpretation of the author's fairy tale by D. Hevier Land of Agord, J. Uličiansky's The Little Princess, E. J. Groch's The Tramp and Clara, D. Taragel's Fairy Tales for naughty children and their caring parents.

7. Modern Slovak poetry for children. Poetic works of K. Bendová, M. Válek, Ľ. Feldek, T. Janovic, D. Hevier, Š. Moravčík, M. Rúfus and others. Janovic's Wooden Dad and his Fairy Tales.
8. Intermedia poetry for children. Poetic works of Š. Moravčík, D. Hevier and F. Rojček. Interpretation of selected poems from Moravčík's collections The Rocket with the Golden Tail and Hadakum kvadakum or the Little Book for All the Change, from Hevier's collection Don't Crawl Your Tongue on a Lion and from Rojček's collection Torka z piesku.
9. Modern social prose for children and youth (social prose K. Jarunková, J. Blažková, M. Ďuríčková, V. Šikula, D. Dušek, P. Holka, J. Šebesta, etc.). Jarunková's Tulák, M. Ďuríčková's Majka Tárajka, J. Blažková's My Great Brother Robinzon and J. Šebesta's Venussha.
10. Modern theatre, radio and television works for children. The work of Ľ. Feldek, E. Čepčeková, J. Pavlovič, M. Čeretková-Gállová, J. Mokoš, J. Milčák, J. Uličiansky, M. Grznárová, D. Dušek, J. Bodnárová, V. Klimáček. Interpretation of Feldek's play Botafogo, Milčák's play Celestínka, ryba a pán Baltazár and Uličiansky's play Peter Kľúčik.
11. Development and forms of Slovak non-fiction for children and youth. Creation of V. Zamarovský, Ľ. Zúbek and V. Ferko. Non-fiction series in the magazine Slniečko. Experiential informativeness in modern non-fiction. Interpretation of the works of V. Zamarovský's The Discovery of Troy, Ľ. Zúbek's The Empire of Svätopluk and O. Sliacky's The Wonders of Slovakia.
The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge, which also builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning the history of Slovak literature for children and youth, its developmental phases, individual tendencies and individual ideological and aesthetic initiatives and poetics, as well as theoretical background to the characterization of invariant features of individual genres of literature for children and youth. In presenting the poetological peculiarities of the work of the most prominent figures of Slovak literature for children and youth, the specificities of the child recipient, the need for intense aesthetic stimuli from age-appropriate literature in a varied genre composition in the development of the process of text reception, as well as the potential of literature for children and youth to shape and cultivate the reader will be taken into account. The student will be able to create simple definitions of literary terms, give age-appropriate examples of these terms, and identify and correct the most common errors that occur when working with text from children's and young adult literature in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to assess the value and artistic contribution of a literary work in a literary-historical context and be able to point out the importance of knowledge of the wider literary, cultural and social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and will be able to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with emphasis on independent and creative work. On the basis of the knowledge and skills acquired, he/she will be able to apply analytical-interpretive competencies to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and interpretation. The student will also become familiar with the related practical and methodological knowledge that will be a prerequisite for his/her proper understanding of the past in the courses of the continuing Master's degree. The student will acquire a base of knowledge and skills which he/she will deepen and develop in further bachelor's and subsequently master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, later on for the analysis and selection of didactic materials from literature for children and young people with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a textual proofreader. The student will be guided to actively acquire information and effectively use cross-cutting and specialized

knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in the composition of the term paper. The student will creatively use appropriate and appropriate methods of the discipline in solving problem-based assignments. The student will acquire the prerequisites and motivation to develop the skills necessary for further learning and will be able to encourage students to actively acquire literary-historical and literary-theoretical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

SLIACKY, O. 2013. Dejiny slovenskej literatúry pre deti a mládež do roku 1960. Bratislava: LIC. 295 s. ISBN 978-80-8119-073-5. (selected chapters)
STANISLAVOVÁ, Z. a kol. 2010. Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava: LIC. 320 s. ISBN 978-80-8119-026-1. (selected chapters)

Recommended readings:

DRZEWIECKA, I. 2013. Grafopoetika. K estetickým a poetologickým aspektom grafickej vizualizácie básnického textu. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta. 184 s. ISBN 978-80-555-0782-8. (selected chapters)
FAITHOVÁ, E. 2018. Fakt ako umenie. Seriály literatúry faktu v Slniečku 1927 – 1990. In: Bibiana, roč. 25, č. 3, s. 33 – 43.
MITROVÁ, A. 2018. Pôvodná rozhlasová dramatická tvorba pre deti a mládež na Slovensku (kontext 30. – 50. rokov 20. storočia). Prešov: Vydavateľstvo Prešovskej univerzity. 173 s. ISBN 978-80-555-2157-2. (selected sections)
ŠRANK, J. 2019. Milan Adamčiak (1946 – 2017). Archív II (KOPO) – konkrétna poézia 1964 – 1972. In: TOP 5. Slovenská literárna scéna 2015 v odbornej reflexii. Fintice: FACE – Fórum alternatívnej kultúry a vzdelávania, s. 10 – 30. ISBN 978-80-89763-40-5.
BIBIANA, revue o umení pre deti a mládež. Available on: www.bibiana.sk/sk/archiv/digitalna-bibiana/revue-bibiana
O DIEŤATI, JAZYKU, LITERATÚRE. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie.

Further study text on individual topics will be made available to students in electronic form.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 359

A	ABS	B	C	D	E	FX
33,98	0,0	23,68	17,27	9,75	6,13	9,19

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde009/22	Literature for children and youth

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
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: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 25 hours of continuous preparation for individual lessons with application of specific assignments, including reading of literary texts for individual lessons; 12 hours of seminar work; 50 hours of study of literature and preparation for the oral examination on professional knowledge and analytical-interpretive skills. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generalizing interview, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with text, group work, problem-based tasks, guided self-study, e-learning

Number of credits: 4

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills required in working with literary texts (30 points);
• the production of a seminar paper which examines the work of the author studied with an emphasis on the application of the knowledge acquired about the particularities of the author's poetics, on analytical-interpretive skills and on the defence of one's arguments (20 points);
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the interim control of learning outcomes during the teaching part of the semester of study and from the final control of learning outcomes (50/50). To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (assignments: less than 18 points; final analysis: less than 12 points; oral examination: less than 30 points).

A (100 - 93%, excellent - outstanding results): excellent performance: The student has an excellent knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works in the required scope, logically arranges the presented literary-historical facts flawlessly, the acquired literary-scientific knowledge can be applied and adapted at an excellent level in specific approaches to the literary text usable in the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: the student has a very good knowledge of Slovak literature for children and young people, its developmental phases, genre invariants, major figures and their representative works to the required extent, logically, with only minor errors, he arranges the presented literary-historical facts, he is able to apply and adapt the acquired literary-scientific knowledge very well in specific approaches to the literary text usable in the teaching of literature in school practice, he has the ability to independently solve individual tasks and assignments also in the broader literary, literary-historical and cultural context, the linguistic and stylistic level of his speech is very good, he has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: The student has a good knowledge of Slovak literature for children and young people, its developmental stages, genre invariants, the most important representatives and their representative works to the required extent, arranges the presented literary-historical facts appropriately and makes errors only in places, can reliably apply and adapt the acquired literary-historical knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, reliably solves individual tasks and assignments independently, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: Student has satisfactory knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works in the required range, demonstrates some deficiencies in the arrangement of literary-historical facts, can satisfactorily apply the acquired literary-historical knowledge in specific approaches to the literary text usable in the teaching of literature in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge about Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works in the required range, as well as significant deficiencies in the arrangement of literary-historical facts, the acquired literary-scientific knowledge can be minimally applied in specific approaches to the literary text usable in the teaching of literature in school practice, with significant help at a sufficient level, solves individual tasks and assignments, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works to the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary-scientific knowledge in specific approaches to literary text usable in teaching literature in school practice, cannot solve individual tasks and assignments, has insufficient skills to learn.

Learning outcomes:
The student has knowledge of Slovak literature for children and youth, its developmental phases, genre invariants, the most important representatives and their representative works. The student is able to creatively and independently analyse and interpret literary texts, to characterise the

poeological and value specifics of the work of individual authors and to identify different forms of literariness. Has acquired analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specificity and artistic value of selected literary texts, and can actively seek new possibilities in approaching a literary text. The student is able to interpret a literary text in relation to other types of art. The student can also work with different possible interpretations of the text in school practice. As a result of the analytical and critical approach to the literary text, the student develops transferable competences, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks, as well as to construct his/her own interpretations of literary texts. The student is able to promptly perceive interpretations of literature in the following years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. The student has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to abstract and critical thinking, reasoning in context, metacognitive skills. The student is prepared not only to deepen and develop the acquired knowledge, skills and competences in further bachelor's and subsequently master's studies, but also to use and creatively apply them in the school environment in the position of a pedagogical assistant, or even for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

Class syllabus:

1. Children's recipient, age periods and genre composition of literature for children and youth. Periodization process and developmental phases of Slovak literature for children and youth. Education for literature and education through literature. Institutional and journal base of literature for children and youth. Projects promoting reading for children and young people.
2. Folktale, poetics and typology. Collectors and their concepts. Basic manuscript and printed collections. The work of S. Reuss, J. Francisci, A. H. Škultéty and P. Dobšinský. Incorporation of the fairy tale into the children's reading fund. Literary folklorism for children and youth in the 20th century. Interpretation of selected folk tales by P. Dobšinský and the work of M. Rúfus The Book of Fairy Tales.
3. Folk tale, typology, collectors. The folktale work of A. Mednyanský, J. C. Hronský, J. Horák, M. Ďuríčková, literary project Tale Map of Slovakia. Interpretation of J. C. Hronský's The Buried Sword and M. Ďuríčková's The Queen of the Danube.
4. Constituting Slovak artistic literature for children and youth in the 1930s (works for children and youth by Ľ. Podjavorinská, Ľ. Ondrejov, J. C. Hronský, M. Rázusová-Martáková, M. Hranko, M. Rázus, J. Bodenek. Interpretation of the works of J. C. Hronský's The Bold Hare and Ľ. Ondrejov's The Robber's Youth.
5. Author's fairy tale, poetics and typology. The most important Slovak creators of modern fairy tales (Ľ. Feldek, M. Ďuríčková, J. Blažková, K. Bendová and others). Interpretation of M. Ďuríčková's fairy tale Jasietka and selected fairy tales from the works of K. Bendová's Osmijanka's Fairy Tales and Ľ. Feldek's Green Deer.
6. The most important Slovak creators of modern fairy tales (D. Hevier, J. Uličiansky, E. J. Groch, J. Milčák, D. Pastirčák, D. Taragel and others). Interpretation of the author's fairy tale by D. Hevier Land of Agord, J. Uličiansky's The Little Princess, E. J. Groch's The Tramp and Clara, D. Taragel's Fairy Tales for naughty children and their caring parents.

7. Modern Slovak poetry for children. Poetic works of K. Bendová, M. Válek, Ľ. Feldek, T. Janovic, D. Hevier, Š. Moravčík, M. Rúfus and others. Janovic's Wooden Dad and his Fairy Tales.
8. Intermedia poetry for children. Poetic works of Š. Moravčík, D. Hevier and F. Rojček. Interpretation of selected poems from Moravčík's collections The Rocket with the Golden Tail and Hadakum kvadakum or the Little Book for All the Change, from Hevier's collection Don't Crawl Your Tongue on a Lion and from Rojček's collection Torka z piesku.
9. Modern social prose for children and youth (social prose K. Jarunková, J. Blažková, M. Ďuríčková, V. Šikula, D. Dušek, P. Holka, J. Šebesta, etc.). Jarunková's Tulák, M. Ďuríčková's Majka Tárajka, J. Blažková's My Great Brother Robinzon and J. Šebesta's Venussha.
10. Modern theatre, radio and television works for children. The work of Ľ. Feldek, E. Čepčeková, J. Pavlovič, M. Čeretková-Gállová, J. Mokoš, J. Milčák, J. Uličiansky, M. Grznárová, D. Dušek, J. Bodnárová, V. Klimáček. Interpretation of Feldek's play Botafogo, Milčák's play Celestínka, ryba a pán Baltazár and Uličiansky's play Peter Kľúčik.
11. Development and forms of Slovak non-fiction for children and youth. Creation of V. Zamarovský, Ľ. Zúbek and V. Ferko. Non-fiction series in the magazine Slniečko. Experiential informativeness in modern non-fiction. Interpretation of the works of V. Zamarovský's The Discovery of Troy, Ľ. Zúbek's The Empire of Svätopluk and O. Sliacky's The Wonders of Slovakia.
The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge, which also builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will acquire knowledge concerning the history of Slovak literature for children and youth, its developmental phases, individual tendencies and individual ideological and aesthetic initiatives and poetics, as well as theoretical background to the characterization of invariant features of individual genres of literature for children and youth. In presenting the poetological peculiarities of the work of the most prominent figures of Slovak literature for children and youth, the specificities of the child recipient, the need for intense aesthetic stimuli from age-appropriate literature in a varied genre composition in the development of the process of text reception, as well as the potential of literature for children and youth to shape and cultivate the reader will be taken into account. The student will be able to create simple definitions of literary terms, give age-appropriate examples of these terms, and identify and correct the most common errors that occur when working with text from children's and young adult literature in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to assess the value and artistic contribution of a literary work in a literary-historical context and be able to point out the importance of knowledge of the wider literary, cultural and social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and will be able to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with emphasis on independent and creative work. On the basis of the knowledge and skills acquired, he/she will be able to apply analytical-interpretive competencies to other literary texts, to point out the interrelationships between them, and to reflect on new possibilities of literary analysis and interpretation. The student will also become familiar with the related practical and methodological knowledge that will be a prerequisite for his/her proper understanding of the past in the courses of the continuing Master's degree. The student will acquire a base of knowledge and skills which he/she will deepen and develop in further bachelor's and subsequently master's studies, he/she will be able to use them and creatively apply them in the school environment in the position of a pedagogical assistant, later on for the analysis and selection of didactic materials from literature for children and young people with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a textual proofreader. The student will be guided to actively acquire information and effectively use cross-cutting and specialized

knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to the literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in the composition of the term paper. The student will creatively use appropriate and appropriate methods of the discipline in solving problem-based assignments. The student will acquire the prerequisites and motivation to develop the skills necessary for further learning and will be able to encourage students to actively acquire literary-historical and literary-theoretical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

SLIACKY, O. 2013. Dejiny slovenskej literatúry pre deti a mládež do roku 1960. Bratislava: LIC. 295 s. ISBN 978-80-8119-073-5. (selected chapters)
STANISLAVOVÁ, Z. a kol. 2010. Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava: LIC. 320 s. ISBN 978-80-8119-026-1. (selected chapters)

Recommended readings:

DRZEWIECKA, I. 2013. Grafopoetika. K estetickým a poetologickým aspektom grafickej vizualizácie básnického textu. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta. 184 s. ISBN 978-80-555-0782-8. (selected chapters)
FAITHOVÁ, E. 2018. Fakt ako umenie. Seriály literatúry faktu v Slniečku 1927 – 1990. In: Bibiana, roč. 25, č. 3, s. 33 – 43.
MITROVÁ, A. 2018. Pôvodná rozhlasová dramatická tvorba pre deti a mládež na Slovensku (kontext 30. – 50. rokov 20. storočia). Prešov: Vydavateľstvo Prešovskej univerzity. 173 s. ISBN 978-80-555-2157-2. (selected sections)
ŠRANK, J. 2019. Milan Adamčiak (1946 – 2017). Archív II (KOPO) – konkrétna poézia 1964 – 1972. In: TOP 5. Slovenská literárna scéna 2015 v odbornej reflexii. Fintice: FACE – Fórum alternatívnej kultúry a vzdelávania, s. 10 – 30. ISBN 978-80-89763-40-5.
BIBIANA, revue o umení pre deti a mládež. Available on: www.bibiana.sk/sk/archiv/digitalna-bibiana/revue-bibiana
O DIEŤATI, JAZYKU, LITERATÚRE. Časopis pre otázky rozvíjania komunikačnej a literárnej kompetencie.

Further study text on individual topics will be made available to students in electronic form.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 359

A	ABS	B	C	D	E	FX
33,98	0,0	23,68	17,27	9,75	6,13	9,19

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde032/22	Medial education

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

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the interim grade, which includes 30% class activity (30 points) and 70% project (70 points).
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results), the student reflects correctly and actively both critically and creatively
knowledge, including its meaningful integration into the realities of life and pedagogical practice.
B (93-86%, very good - above average standard), the student reflects critically on knowledge appropriately,
including their meaningful integration into the realities of life and pedagogical practice.
C (85-76%, good - routine reliable work), students performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge.
D (75-68%, satisfactory - acceptable results), students were less prepared during the semester, they have slight deficiencies in theoretical knowledge. They cannot critically analyze information.
E (67-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge.
Fx (59-0%, insufficient - extra work required).

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The thematic focus of the course introduces students to applied ethics and its disciplinary divisions, to
defining the basic concepts of ethics, explaining morality as a social regulator, moral norms and the principles of creating ethical codes. It focuses on the professional ethics of the teaching profession

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

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

Recommended literature:
Compulsory reading:
ANZENBACHER, A. (2001). Úvod do etiky. Praha: Academia, s. 13 – 17. ISBN 978-80-200-0917-5
GLUCHMAN, V. (2000). Úvod do etiky. Prešov: Univerzum, s. 7 – 103, 122 – 133. ISBN 978-80-890-1200-0
GLUCHMANOVÁ, M., GLUCHMAN, V. (2008). Učiteľská etika. Prešov: FF PU (ESF), s. 88 – 127, 194 – 215. ISBN 978-80-806-8808-0
Recommended reading:
HUPKOVÁ, M., PETLÁK, E. (2004). Sebareflexia a kompetencie v práci učiteľa. Bratislava: IRIS, 2004. s. 11 – 26, 81 – 96. ISBN 978-80-89018-77-7
KOSOVÁ B. a kol. (2012). Vysokoškolské vzdelávanie učiteľov. Banská Bystrica: Pedagogická fakulta UMB v Banskej Bystrici, s. 6 – 21, 52 – 61. ISBN 978-80-557-0353-4
LIESSMANN, K. P. (2012). Teorie nevzdělanosti. Praha: ACADEMIA, s. 37 – 61. ISBN 978-80-200-1677-5
MALANKIEVIČOVÁ, S. (2008). Profesijná etika. Prešov: FF PU (ESF), s. 13 – 35. ISBN 978-80-806-8811-0
REMIŠOVÁ, A. (1997). Podnikateľská etika. Nitra: ENIGMA, s. 12 – 49, 198 – 211.
VAJDA, J. (2004). Úvod do etiky. Nitra: Enigma, s. 13 - 56. ISBN 978-80-8913-212-6
VETEŠKA, J., TURECKIOVÁ, M. (2008). Kompetence ve vzdělávání. Praha: GRADA, s. 13 – 57. ISBN 978-80-247-1770-8
ŽILÍNEK, M. (1997). Étos a utváranie mravnej identity osobnosti. Bratislava: IRIS, s. 12 – 108. ISBN 978-80-88778-60-3

WILLIAMS, B. (2021). Morálka: úvod do etiky. Praha: OYIKOYMENH. ISBN 978-80-7298-569-2
DANIŠKOVÁ, Z. (2013). Môže prístup „new public management“ dopomôcť k etablovaniu etického
kódexu učiteľa? 2013 dostupné na http://www.casopispedagogika.sk/rocnik-4/cislo-2/studia_daniskova.pdf

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 193

A	ABS	B	C	D	E	FX
60,1	0,0	19,69	8,29	1,55	0,0	10,36

Lecturers: PhDr. Slávka Drozdová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde008/22	Methodology of research in educational science

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
Form of the course: on-site learning

Number of credits: 5

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50.
The interim evaluation includes the following:
• semester work in the form of a subject portfolio: proposal (design) of educational research of quantitative or qualitative nature - 50 points,
The final evaluation includes the following:
• assessment of knowledge and selected competences in the form of a written test - 50 points.
The rating is awarded on a scale:
A (100-94%, excellent - excellent results with only minimal errors),
B (93-86%, very good - above average results with minor errors),
C (85-76%, good - normal reliable work, average results),
D (75-68%, satisfactory - acceptable results, but significant errors occur),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to 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): 50/50

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
Students will acquire knowledge of the basics of research in educational sciences, get acquainted with the basic concepts and theoretical-methodological knowledge necessary for designing (planning, conducting and evaluating) in the field of research... In the theoretical-empirical level in the framework of the analysis of individual quantitative and qualitative tools, methods and techniques, they will acquire the knowledge and acquire the competences necessary for planning, conducting and evaluating research in educational sciences of quantitative and qualitative nature. Students will acquire the competences to solve and resolve problems in the field of research in educational sciences.
Transferable competences: the course develops students' analytical, critical, evaluative, contextual and creative thinking and reasoning in context. In terms of self-reflection, the student is able to evaluate and assess his/her own availability to conduct research in educational sciences

Class syllabus:
Brief outline of the course:
Science and research. Types of research. Validity, reliability and objectivity/objective truth. Subjectivity/subjective truth. Ethical aspects of research. Subjects in research in educational sciences and their specificities.
Quantitative and qualitative oriented research in educational sciences. Intentions, subjects and objects in research, principals in research, observed phenomena and conditions for the implementation of quantitative and qualitative oriented research in educational sciences.
Scientific hypotheses and variables for quantifying the phenomena under study. Operationalization of variables.
Questionnaire design, implementation and evaluation.
Assessment scales - typology, creation and evaluation.
The sociometry method and the measurement of social climate.
Interview design and use. Differences between quantitative and qualitative interviews.
Quantitative and qualitative observation in research..
Content analysis of documents from a quantitative and qualitative point of view.
Data processing, data analysis and interpretation. Statistical-mathematical procedures and triangulation processes. Dissemination of findings. Study design/design.

Recommended literature:
Required reading:

Gavora, P., Koldeová, L., Dvorská, D., Pekárová, J., Moravčík, M. 2010. Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
Kostrub, D. 2016. Základy kvalitatívnej metodológie. Bratislava: UK. ISBN 978-80-223-4166-0
Recommended reading:
Ferjenčík, J. 2000. Úvod do metodológie psychologického výzkumu. Praha: Portál. ISBN 80-7178-367-6
Gavora, P. 2008. Úvod do pedagogického výskumu. Bratislava: UK. ISBN 978-80-223-2391-8
Maňák, J., Švec, V. 2004. Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
Švec, Š. 2009. Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. ISBN 978-80-731-5192-8
Tomšik, R. 2017. Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 28

A	ABS	B	C	D	E	FX
67,86	0,0	21,43	3,57	0,0	0,0	7,14

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde017/22	Morphological analysis

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of continuous preparation for individual seminars; 2 x 14 hours of continuous preparation for 2 practical morphological text analyses = 28 hours. Total 60 hours of student work.
Teaching methods: Explanation and explanation of the material, application of theoretical knowledge in practical analyses of grammatical forms, morphemes and word types; analysis and solving of problem problems; guided self-study; e-learning

Number of credits: 2

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical morphological analyses of the text after the 5th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of morphological phenomena (2 x 50 points = 100 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: as less than 30 points; 2. practical analysis: as less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of morphological analysis in the required range, logically arranges the presented facts, can apply and adapt the acquired knowledge of morphological analysis in practice, has the ability to independently solve individual morphological tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of morphological analysis to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of morphological analysis very well in practice, has the ability to solve individual morphological tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of the student's speech is very good, and the student has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of morphological analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge gained from morphological analysis in practice, solves individual morphological tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of morphological analysis in the required range, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of morphological analysis in practice, satisfactorily solves individual morphological tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of morphological analysis in the required range and deficiencies in the arrangement of facts, the acquired knowledge of morphological analysis can be minimally applied in practice, solves individual morphological tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of morphological analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of morphological analysis in practice, cannot solve individual morphological tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student is introduced to the morphological system as part of the grammatical system of the language, as well as to selected sub-issues of Slovak morphology, also with regard to school practice. He/she has acquired practical skills which he/she can apply in assessing and analysing morphological phenomena of the language. The student is able to use the acquired theoretical knowledge in its concretization on practical examples, both in solving individual morphological phenomena, as well as in practical morphological analyses of grammatical forms and word types, in complex analysis of morphological phenomena, in independent solving of morphological problems and in possible synthesis of new and creative solutions, while the student is able to actively acquire and communicate the necessary information and facts, and to adequately formulate and defend the relevant professional arguments. He/she has developed his/her analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The student is able to creatively apply the acquired knowledge and skills in his/her further studies. He is able to look at morphological phenomena in a broader linguistic (especially syntactic) context, but he is also able to use them in assessing, analysing and evaluating the morphological aspects of linguistic expressions in the school environment in the position of a teaching assistant, or for the needs of the publishing environment when proofreading linguistic expressions. The listener is also able to convey information about morphological phenomena to the general public and to offer conclusions and morphological justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the listener's future practice.

Class syllabus:

1. Morphology and its place in the language system. The essence and subject of morphology. Relationship of the morphological subsystem to other subsystems of language. Identification and analysis of grammatical forms as central units of the morphological subsystem, especially in relation to the word and syntactic construction. Issues of word-species transitions.
2. Grammatical form and its structure. Determining the morphological structure of a grammatical shape, i.e. the formative base and the formative formant in specific grammatical shapes.
3. Analysis of the concepts and terms lexico-semantic category, grammatical category, lexico-grammatical category. Word types, criteria for defining word types and their classification from the lexico-semantic, morphological and syntactic point of view. Determination of word species.
4. Morpheme, morphemic structure of word and form (in relation to word-formation and morphological structure of word and form). Determination of individual types of morphemes and submorphemes.
5. Typological classification of languages and morphological type of Slovak. Application of theoretical knowledge to the material of Slovak.
6. Paradigmatics, determining and practising nouns. Determination of nominal grammatical categories and inflection of nouns. Inflectional patterns of nouns.
7. Paradigmatics, determining and practising other nominal word types - adjectives, pronouns and numerals. Determination of nominal grammatical categories, inflection and inflection patterns of nominal word types, gradation of adjectives.
8. Paradigmatics, determining and practising verbs. Analyzing and practicing auxiliary verbs, personal and impersonal verbs, subject and non-subject verbs, definite and indefinite verb forms, simple and compound descriptive and reflexive verb forms. Distinguish between the concepts of the reflexive verb, the reflexive form of an irreversible verb and the reflexive form of an irreversible verb and identify them.
9. Determining verb grammatical and lexico-grammatical categories. Verb timing, especially in terms of the application of the standard of written Slovak, determination of verb timing patterns.
10. Formation and gradation of adverbs. Practicing the problem of adverbs.
11. Identifying and practising prepositions, conjunctions and linking expressions, particles and quotation marks.
On the basis of the use of the acquired theoretical knowledge of Slovak morphology, which will not only build on the knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills, which he/she will be able to apply in the assessment and analysis of morphological phenomena of the language. The student will be able to use the acquired theoretical knowledge about the morphological level of the language as a part of the grammatical system of written Slovak, about the grammatical shape as the central morphological unit, about grammatical, lexical-semantic and lexical-grammatical categories, about the morpheme as the smallest unit of morphology, about the characteristic features of Slovak morphology from the point of view of the morphological typology of languages, as well as about individual word types as basic word groups in their concretization on practical examples on individual morphological phenomena, as well as in practical morphological analyses of grammatical forms and word types, in complex analysis of morphological phenomena, in independent solving of morphological problems and possible synthesis of their new and creative solutions. The student will be guided to actively acquire information from the field of Slovak morphology, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using appropriate methods of the discipline. He/she will also develop his/her communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to follow the principles of authorial ethics, to plan and be actively responsible for his/her own learning. He will also learn to look at the acquired

knowledge base from the perspective of school practice. The acquired knowledge and skills will also be necessary for the student in his/her further studies, where he/she will be able to apply them convincingly when looking at morphological linguistic phenomena from a broader linguistic (especially syntactic) aspect and further deepen and develop them. He will also be able to apply the acquired knowledge in assessing, analysing and evaluating the morphological aspect of linguistic expressions and subsequent independent analysis of the problem in the given area at the level of language in the school environment in the position of a teaching assistant, or also for the needs of the publishing environment when correcting linguistic expressions. Emphasis on raising the student's professional level and linguistic culture will be equally important in adequately conveying information about morphological phenomena to the general public, as well as in offering relevant conclusions and morphological justifications to lay audiences.

Recommended literature:

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. – FURDÍK, J. 1984. Súčasný slovenský spisovný jazyk. Morfológia. Bratislava: Slovenské pedagogické nakladateľstvo. 232 s.

Recommended readings:

DAROVEC, M. 2007. Morfologická analýza textu. 2. vyd. Trnava: Univerzita sv. Cyrila a Metoda. 97 s. ISBN 978-80-89220-96-0.

DZIVIAKOVÁ, M. 2014. Chápanie a spracovanie slovesa v súčasnej slovenskej jazykovede. In: Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského, s. 99 – 147 [CD-ROM]. ISBN 978-80-223-3772-4.

DZIVIAKOVÁ, M. 2018. K valencii slovesa v slovenčine s ohľadom na jej odraz v slovesných valenčných štruktúrach. In: Sloveso v kontraste (románske jazyky a slovenčina). Bratislava: Univerzita Komenského, s. 32 – 46. ISBN 978-80-223-4526-2.

SOKOLOVÁ, M. 1995. Kapitolky zo slovenskej morfológie. Prešov: Slovacontact. 180 s. ISBN 80-901417-7-3.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 334

A	ABS	B	C	D	E	FX
34,73	0,0	26,95	19,76	10,78	5,99	1,8

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde008/22	Morphology

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 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 38 hours of continuous preparation for the lecture and preparation for the midterm test, including study of the literature; 60 hours of preparation for the final test, including study of the literature. A total of 120 hours of student work.
Teaching methods: explanationl; demonstration of theoretical knowledge and concepts by practical examples; discussion of the topic; guided self-study; e-learning

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a midterm test after the 4th topic (50 points) and in the exam period in the form of a final test (50 points). The course is completed with an assessment resulting from the interim assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60% of the points must be obtained. Credit will not be awarded to a student who obtains less than 60% of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding results): excellent performance: the student has excellent knowledge of morphology in the required range, logically arranges the facts presented, can apply and adapt the acquired knowledge of morphology in practice, has the ability to independently solve individual morphological tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his speech is excellent, has excellent developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: the student has a very good knowledge of morphology to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of morphology very well in practice, has the ability to independently solve individual morphological tasks and assignments also in a broader linguistic

context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of morphology to the required extent, organises the facts presented appropriately, can reliably apply and adapt the acquired knowledge of morphology in practice, solves individual morphological tasks and assignments reliably, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of morphology in the required range, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of morphology in practice, satisfactorily solves individual morphological tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - results meet minimum criteria): sufficient performance: student demonstrates a minimum amount of knowledge of morphology in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of morphology in practice, solves individual morphological tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of morphology to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of morphology in practice, cannot solve individual morphological tasks and assignments, has insufficient skills to learn.

Learning outcomes:
By familiarizing himself with the morphology of written Slovak, the student has acquired comprehensive theoretical knowledge and knowledge of the morphological system as a part of the grammatical system of written Slovak. The student has thoroughly acquired knowledge of grammatical form, morphemes, linguistic categories and individual word types, and has acquired theoretical knowledge of selected sub-issues of Slovak morphology, while being able to view the phenomena from the perspective of the current state of scientific knowledge as well as from the perspective of school practice. The student is able to concretise the acquired theoretical knowledge of morphology on practical examples of individual morphological phenomena. He/she is also able to use them appropriately to solve a problem in the field of morphology, while being able to actively obtain and communicate the necessary information and facts and to formulate and defend relevant professional arguments appropriately. The above leads to the fact that he/she has developed analytical skills as well as the ability to think abstractly and critically, he/she is forced to think in contexts and has also developed the ability to expand his/her knowledge independently. The thoroughly acquired theoretical knowledge of morphology and the acquired skills are important for the student's further studies and are a prerequisite for judging and evaluating morphological phenomena also in broader grammatical correlations. The acquired theoretical knowledge of the morphology of written Slovak is not only prepared to deepen and develop in further Bachelor's and then Master's studies, but can also be used and creatively applied in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a text proofreader. The student can also communicate information about morphological phenomena to the general public and offer conclusions and morphological justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

Class syllabus:
1. Morphology and its place in the language system. The essence and subject of morphology, basic concepts, methodology. The central unit of morphology: grammatical form. Relationship of morphology to other linguistic levels. Grammatical form and its structure.

2. Morphological or grammatical categories (nominal, verbal), lexico-semantic and lexico-grammatical categories. Verbal species. Criteria for defining word species. Classification of word species in lexico-semantic, morphological and syntactic terms.
3. Morpheme as the smallest unit of morphology. Morphematic structure of word and form. Types of morphemes and submorphemes.
4. Typological classification of languages. Morphological type of Slovak.
5. Lexical-semantic nature and classification of nouns. Grammatical categories and inflection of nouns.
6. Lexical-semantic nature and classification of adjectives. Inflection and gradation of adjectives. Adjectivals.
7. Lexico-semantic nature and classification of pronouns. Pronouns.
8. Lexical-semantic nature and classification of numerals. Lexicalisation of numerals.
9. Lexical-semantic nature and division of verbs and verb forms. Verbal grammatical and lexico-grammatical categories and verb tenses.
10. Lexical-semantic nature, division, formation and gradation of adverbs.
11. Lexico-semantic characteristics and classification of prepositions, conjunctions, particles and quotation marks.
The student will thoroughly acquire theoretical knowledge about the morphological level of the language as a part of the grammatical system of written Slovak, which will not only build on his knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his knowledge in the field of Slovak morphology into a comprehensive form, which he will be able to subsequently use in application. At the level of the current state of knowledge, the student will acquire relevant knowledge about the grammatical form as the central morphological unit and its structure, as well as about the morpheme as the smallest unit of morphology and the individual types of morphemes and submorphemes, and will master the issues of grammatical, lexical-semantic and lexical-grammatical categories, get acquainted with the characteristic features of Slovak morphology in terms of morphological typology of languages, gain relevant knowledge about the lexical-semantic essence, morphological and syntactic characteristics of individual word types as basic word groups and deepen theoretical knowledge about selected sub-issues of Slovak morphology. An important aspect of the course will also be to look at morphological theory with regard to school practice, as well as to acquire the ability to appropriately concretize the acquired theoretical morphological concepts on concrete practical examples. The student will be guided to actively acquire information in the field of Slovak morphology, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using appropriate methods of the discipline. They will also develop their communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own learning. The acquired knowledge and skills will be applied and developed in the student's further Bachelor's and Master's studies, because they will enable him to perceive morphological phenomena in a broader linguistic (especially syntactic) context, and he will be able to use them creatively in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment and proofreading practice. Emphasis on raising the student's professional level and linguistic culture will prove to be equally important in adequately conveying information about morphological phenomena to the general public, as well as in independently analysing a problem in a given area at the language level and offering relevant conclusions, explanations and morphological justifications to lay audiences as well.

Recommended literature:
Compulsory readings:

KAČALA, J. 2014. Jazykové kategórie v slovenčine. 2., doplnené a prepracované vyd. Bratislava: Univerzita Komenského. 180 s. ISBN 978-80-223-3486-0.
ORAVEC, J. – BAJZÍKOVÁ, E. – FURDÍK, J. 1984. Súčasný slovenský spisovný jazyk. Morfológia. Bratislava: Slovenské pedagogické nakladateľstvo. 232 s.
Recommended readings:
DZIVIAKOVÁ, M. 2014. Chápanie a spracovanie slovesa v súčasnej slovenskej jazykovede. In: Hľadanie metódy v kontrastívnej lingvistike [elektronický zdroj]. Bratislava: Univerzita Komenského, s. 99 – 147 [CD-ROM]. ISBN 978-80-223-3772-4.
Morfológia slovenského jazyka. 1966. Red. J. Ružička. Bratislava: Vydavateľstvo SAV. 896 s. (selected chapters)
SOKOLOVÁ, M. 1995. Kapitolky zo slovenskej morfológie. Prešov: Slovacontact. 180 s. ISBN 80-901417-7-3.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 355

A	ABS	B	C	D	E	FX
11,55	0,0	23,1	15,49	19,72	21,69	8,45

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde020/22	Pathopsychology for teachers

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

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 149

A	ABS	B	C	D	E	FX
52,35	0,0	34,9	5,37	0,0	1,34	6,04

Lecturers:

Last change: 22.04.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde020/22	Pathopsychology for teachers

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

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 149

A	ABS	B	C	D	E	FX
52,35	0,0	34,9	5,37	0,0	1,34	6,04

Lecturers:

Last change: 22.04.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde017/22	Pedagogy of children and adolescents with learning disabilities

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. 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 prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when called upon 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 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:
The aim of the course Pedagogy of children and adolescents with learning disabilities is to provide students with a basic framework of knowledge in the field of education of pupils with specific developmental learning disabilities. The student will be able to define the concept of specific developmental learning disabilities, categorize the different types of specific learning disabilities. The student is oriented in the basic terminology of education of individuals with SEN. Understands the etiology of learning disabilities from a variety of theoretical perspectives. Is able to characterise the educational options for individuals with SEND. Can explain the implications of a learning disability to the educational process. Knows and understands the specifics of educating individuals with learning disabilities, particularly in relation to secondary school pupils. Can name and justify selected support measures in the education of pupils with SEND. Explain the importance of teacher collaboration with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN. Know the educational programmes for pupils with SEN.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:
Brief outline of the course:
Terminological definition of specific developmental learning disabilities (SDLD), their
Characteristics, classification, etiology, symptomatology, predictors. Peculiarities of psychological development of an individual with SPDU. Diagnosis and documentation of SAD. Impacts of specific learning disabilities on the educational process. Supportive measures in the education of pupils with SEN and special-pedagogical care for pupils with SEN, re-education of individual types of disorders. Education of pupils with SEN, methods of teacher's work with pupils with SEN. Pupils with specific developmental learning disability in secondary schools. Educational programme for pupils with specific learning disability. Possibilities of teacher's cooperation with school counseling facilities.

Recommended literature:
Reference sources:
Required reading:
HARČARÍKOVÁ, T. 2008. Pedagogika jednotlivcov s poruchami učenia. Bratislava: Pedagogická fakulta UK. 94 s. ISBN 978-80-89113-57-6. https://www.fedu.uniba.sk/uploads/media/PTP_vybrane_kapitoly.pdf
MIKULAJOVÁ, M. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava: MABAG. 69s. ISBN: 978-80-89113-74-3.

https://www.sal.sk/doc/publikacie/jazykovo-kognitivne-metody-prevencie-a-terapie-dyslexie.pdf
Recommended reading:
JUCOVIČOVÁ, D.-ŽÁČKOVÁ, H. Reedukace specifických poruch učení u dětí. Praha: Portál 175 s. ISBN978-880-73674748.
KREJČOVÁ, L.- HLADÍKOVÁ, Z. 2019. Zvládame specifické poruchy učení. Brno: Edika. 248 s. ISBN 978-80-266-1400-5.
MIKULAJOVÁ, M. 2012. Čítanie, písanie a dyslexia. Bratislava: Slovenská asociála
POKORNÁ, V. 2010. Teórie a náprava vývojových poruch učení a chování. Praha: Portál, 336s.
Vzdelávací program pre žiakov so špecifickou vývinovou poruchou učenia. Štátny pedagogický ústav https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-ziakov-vyvinovymi-poruchami-ucenia/
ZEMANČÍKOVÁ, V. 2021. Schopnosť plynulého čítania vo vzťahu k vybraným percepčným a percepčno-motorickým schopnostiam dieťaťa so špecifickou vývinovou poruchou učenia dyslexiou. Olomouc: PdF UP v Olomouci. DP

Languages necessary to complete the course:
slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
11,11	0,0	25,93	29,63	18,52	0,0	14,81

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde017/22	Pedagogy of children and adolescents with learning disabilities

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. 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 prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when called upon 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 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:
The aim of the course Pedagogy of children and adolescents with learning disabilities is to provide students with a basic framework of knowledge in the field of education of pupils with specific developmental learning disabilities. The student will be able to define the concept of specific developmental learning disabilities, categorize the different types of specific learning disabilities. The student is oriented in the basic terminology of education of individuals with SEN. Understands the etiology of learning disabilities from a variety of theoretical perspectives. Is able to characterise the educational options for individuals with SEND. Can explain the implications of a learning disability to the educational process. Knows and understands the specifics of educating individuals with learning disabilities, particularly in relation to secondary school pupils. Can name and justify selected support measures in the education of pupils with SEND. Explain the importance of teacher collaboration with other educational and professional staff of the school and the school counselling centre in the care of pupils with SEN. Know the educational programmes for pupils with SEN.
Transferable competences developed during the students' work in the seminars: critical thinking skills, contextual reasoning, communication skills.

Class syllabus:
Brief outline of the course:
Terminological definition of specific developmental learning disabilities (SDLD), their
Characteristics, classification, etiology, symptomatology, predictors. Peculiarities of psychological development of an individual with SPDU. Diagnosis and documentation of SAD. Impacts of specific learning disabilities on the educational process. Supportive measures in the education of pupils with SEN and special-pedagogical care for pupils with SEN, re-education of individual types of disorders. Education of pupils with SEN, methods of teacher's work with pupils with SEN. Pupils with specific developmental learning disability in secondary schools. Educational programme for pupils with specific learning disability. Possibilities of teacher's cooperation with school counseling facilities.

Recommended literature:
Reference sources:
Required reading:
HARČARÍKOVÁ, T. 2008. Pedagogika jednotlivcov s poruchami učenia. Bratislava: Pedagogická fakulta UK. 94 s. ISBN 978-80-89113-57-6. https://www.fedu.uniba.sk/uploads/media/PTP_vybrane_kapitoly.pdf
MIKULAJOVÁ, M. Jazykovo-kognitívne metódy prevencie a terapie dyslexie. Bratislava: MABAG. 69s. ISBN: 978-80-89113-74-3.

https://www.sal.sk/doc/publikacie/jazykovo-kognitivne-metody-prevencie-a-terapie-dyslexie.pdf
Recommended reading:
JUCOVIČOVÁ, D.-ŽÁČKOVÁ, H. Reedukace specifických poruch učení u dětí. Praha: Portál 175 s. ISBN978-880-73674748.
KREJČOVÁ, L.- HLADÍKOVÁ, Z. 2019. Zvládame specifické poruchy učení. Brno: Edika. 248 s. ISBN 978-80-266-1400-5.
MIKULAJOVÁ, M. 2012. Čítanie, písanie a dyslexia. Bratislava: Slovenská asociála
POKORNÁ, V. 2010. Teórie a náprava vývojových poruch učení a chování. Praha: Portál, 336s.
Vzdelávací program pre žiakov so špecifickou vývinovou poruchou učenia. Štátny pedagogický ústav https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/vp-deti-ziakov-so-zdravotnym-znevyhodnenim/vp-ziakov-vyvinovymi-poruchami-ucenia/
ZEMANČÍKOVÁ, V. 2021. Schopnosť plynulého čítania vo vzťahu k vybraným percepčným a percepčno-motorickým schopnostiam dieťaťa so špecifickou vývinovou poruchou učenia dyslexiou. Olomouc: PdF UP v Olomouci. DP

Languages necessary to complete the course:
slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
11,11	0,0	25,93	29,63	18,52	0,0	14,81

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde028/22	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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde004/22	Phonetics and phonology

Educational activities:
Type of activities: seminar / lecture
Number of hours:
per week: 1 / 2 **per level/semester:** 13 / 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: 3 hours per week: lecture (2 hours) + seminar (1 hour), total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct instruction (2 hours lecture/1 hour seminar) = 33 hours; 26 hours of preparation for the midterm test, 17 hours of preparation for the orthoepy exercises, 27 hours of preparation for the final test and 17 hours of preparation for the phonetic transcription. A total of 120 hours of student work.
Teaching methods: interpretation, explanation, practical practice of theoretical knowledge and phenomena, solving tasks and assignments

Number of credits: 4

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a midterm test (30 points) and in the form of orthoepic exercises (20 points) after the sixth topic. In the examination period, the student will be assessed by means of a final test (30 points) and a phonetic transcription (20 points).
The course is completed with an assessment resulting from the mid-term and final assessment of the learning outcomes during the teaching part of the semester of study (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D and a minimum of 60 points out of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (intermediate test: less than 18 points; orthographic exercises: less than 12 points; final test: less than 18 points; and phonetic transcription: less than 12 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent, logically arranges the facts presented, can apply and adapt the acquired linguistic knowledge excellently in practice, has the ability to independently solve individual tasks and assignments in phonetics, phonology and

orthoepy also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85%, very good - above average standard): very good performance: The student has a very good knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent, logically arranges the facts presented, can apply and adapt the acquired linguistic knowledge very well in practice, has the ability to independently solve individual tasks and assignments in phonetics, phonology and orthoepy also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent, organises the facts presented appropriately, can reliably apply and adapt the linguistic knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the linguistic knowledge acquired in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60%, sufficient - results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of phonetics, phonology and selected orthoepic phenomena to the required extent and deficiencies in the arrangement of facts, can minimally apply the acquired linguistic knowledge in practice, solves individual tasks and assignments at a sufficient level, has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of phonetics, phonology and selected orthographic phenomena to the required extent, does not know the facts and their logical connections, cannot apply the linguistic knowledge acquired in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student understands the difference between phoneme, vowel and allophone and can apply the acquired theoretical knowledge in phonological and phonetic transcription. The student has acquired knowledge of the laws of the formation of sound speech, its physiology and acoustics, as well as knowledge of the phonological structure of the Slovak language. The student is aware of the relationship of phonetics and phonology to other linguistic disciplines (especially the relationship between phonology and morphology) and understands their interdisciplinary connections (the relationship between phonetics and the culture of spoken discourse, the relationship between phonetics and rhetoric). Knows the articulatory, acoustic and perceptual classification of Slovak vowels. The student is familiar with the system of sound means of continuous speech and knows the principles of their functioning. Knows the basic orthographic rules and can use them practically in the production of their own spoken utterances. He is prepared not only to deepen and develop his knowledge of phonetics, phonology and orthoepy in further bachelor's and then master's studies, but also to use and creatively apply it in the school environment as a teaching assistant, or even for the needs of the publishing environment as a proofreader. By solving problem-based tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. They have also developed a number of transferable skills, such as analytical thinking, creativity, abstract and critical thinking skills, and reasoning in context. He or she can also communicate information about phonetic, phonological and orthoepic phenomena to the general public and can offer conclusions and justifications in the field of articulatory and acoustic phonetics, phonology and orthoepy to lay audiences. The student has

the competence to expand his/her knowledge independently and the ability to identify and evaluate the broader contexts of professional issues.

Class syllabus:

1. The subject of phonetics and phonology in relation to other linguistic disciplines. Phoneme, vowel, allophone. Phonetic and phonological transcription.
2. Physiological phonetics I. Articulatory phonetics. Physiology of speech production.
3. Vowel system of Slovak. Classification of vowels. Characteristics of vowels.
4. Orthophony and orthoepy.
5. Phonetic transcription.
6. Acoustic phonetics. Physiological phonetics II. Perceptual phonetics. Acoustic properties of sound and physiology of speech perception.
7. Intermediate test and orthoepic exercises.
8. Suprasegmental phenomena. Prosodic properties of speech with a focus on school practice.
9. Basic phonological concepts. Phonological opposites. Inventory of phonemes of written Slovak.
10. Syntagmatic and paradigmatic relations of phonemes. Neutralizations and their use in school practice.
11. Alternations and their use in school practice.

The curriculum of the course covers a spectrum of cross-sectional and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student will learn to correctly use terms from the sound subsystem of language and the sound level of speech such as phoneme, vowel and allophone. The student will understand the difference between phonetics and phonology, and between phonetic and phonological transcription. Recognize the relationships between phoneme, grapheme and vowel. Acquire theoretical knowledge of the physiology of production, acoustics and the physiology of speech perception. The student will learn the division and characteristics of the organs of speech, the organogenetic components of speech, the theories of voice production and the physical properties of the voice. Understand concepts and terms such as articulation, secondary articulation and coarticulation. They will become aware of the connection between the articulatory characteristics of Slovak vowels and orthophonic rules. The student will be able to classify Slovak vowels and describe them against the background of individual aspects. He/she will be able to use basic acoustic concepts, understand the nature of formants and antiformants. The student will acquire theoretical knowledge in the field of prosody and phonology (especially in the field of neutralizations and alternations) with a focus on their use in school practice. The student will learn basic phonological concepts. Understand the nature of phonemes, their properties and ways of determining phonemes. Recognise that phonemic distinctive signs result from the articulatory and acoustic properties of the segments. Understand the relationship between contrastive and complementary distribution of vowels. Know the phonological system of Slovak, phonological contrasts and their neutralizations. Understand the difference between neutralisations and alternations. Based on the knowledge of orthographic rules, he/she will understand the implementation of certain types of neutralisations. The student will be able to provide stimulating feedback on orthographic norms and linguistic culture to colleagues and the wider public. He/she will be able to use the theoretical knowledge of orthographic norms in phonetic transcription and will be prepared not only to deepen and develop the acquired knowledge of orthoepy, phonetics and phonology in further bachelor's and then master's studies, but also to use and creatively apply it in the school environment as a teaching assistant, or even for the needs of the publishing environment as a text proofreader. The student will strengthen and develop communication competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, the ability to plan and be actively responsible for his/her own education.

Recommended literature:

Compulsory readings:

KRÁĽ, Á. – SABOL, J. 1989. Fonetika a fonológia. Bratislava: Slovenské pedagogické nakladateľstvo. 392 s. ISBN 80-0800-036-8. (selected chapters)

KRÁĽ, Á. 2016. Pravidlá slovenskej výslovnosti. Systematika a ortoepický slovník. 3. vyd. Martin: Matica slovenská. 424 s. ISBN 978-80-8128-159-4.

Recommended readings:

ŽEŇUCH, P. 2018. Vojvodinskí Rusnáci a slovenskí rusnáci: jazyková, konfesionálna a etnická identita v komparácii. In: Slavica Slovaca, roč. 53, č. 3 – 4, s. 75 – 85. Available on: http://www.slavu.sav.sk/casopisy/slavica/2018_1/posekana%20slavika/%C5%BDe%C5%88uch.pdf

ŽEŇUCH, P. 2020. Zvuková rovina cirkevnej slovančiny u Slovákov [elektronický zdroj]. Bratislava: Ústav filologických štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave. 57 s. ISBN 978-80-570-2716-4. Available on: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Zvukova_rovina_cirkevnej_slovanciny_u_Slovakov__1_.pdf

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 432

A	ABS	B	C	D	E	FX
12,5	0,0	20,83	23,61	21,06	16,67	5,32

Lecturers: Mgr. Monika Turočeková, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde014/22	Psychodidactics

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 40-point midterm paper (micro-exit/presentation of model situations) and a 60-point midterm test, for a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible course grade.
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 prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Learning outcomes:
Learning objectives and outcomes:
The aim of the course is to present knowledge related to the processes of learning and teaching in a psychological context. Upon successful completion of the course, students will acquire scientific knowledge of the concept of psychodidactics. They will be able to use critical thinking to justify the importance of didactic influence and knowledge formation in the teaching process. Students will have adequately developed the competence to design the teaching process based on the specificities of psychodidactics.
Transferable competences: by analysing, implementing and discussing seminar assignments, students are able to communicate their conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:
1. Psychodidactics as a scientific discipline.
2. Neurophysiological bases of memory.
3. Neurophysiological bases of learning. Epistemological foundations of child/pupil learning.
4. Pupils' learning styles in relation to specifics from a psychodidactic perspective.
5. Teacher's teaching style. Epistemological foundations of teacher's teaching.
6. Children's naive theories, preconceptions, and misconceptions in relation to students' internal knowledge systems and to pedagogical constructivism.
7. The use of psychodidactic knowledge in learning and teaching.
8. School and scientific knowledge: the relationship between individualized knowledge (as a compromise with reality) and knowledge acceptable to contemporary society. The relationship between everyday knowledge, school knowledge and scientific knowledge.
9. Micro-approaches of male and female students/presentations of model situations.

Recommended literature:

Reference sources:
Required reading:
ŠKODA, J., DOULÍK, P. 2011. Psychodidaktika. Praha: Grada, 2011.
Recommended reading:
ČÁP, J., MAREŠ, J. 2001. Psychologie pro učitele. Praha: Portál, 2001. ISBN 80-7178-463-X.
DUCHOVIČOVÁ, J. 2010. Neurodidaktický a psychodidaktický kontext edukácie. Nitra : UKF. ISBN 978-80-8094-783-5.
KOSTRUB, D. 2008. Dieťa/žiak/študent – učivo – učiteľ, didaktický alebo bermudský trojuholník. Prešov : Rokus, 2008. 170 s. ISBN 978-80-89055-87-6.
KOSTRUB, D., TÓTHOVÁ, R., FERKOVÁ, Š. Žiak, učiteľ, výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov : Rokus, 2017. ISBN 978-80-89510-61-0

PETLÁK, E., VALÁBIK, D., ZAJACOVÁ, J. 2009. Vyučovanie – mozog – žiak: úvod do problematiky mozgovokompatibilného učenia. Bratislava : IRIS, 2009. ISBN 978-80-89256-43-3.TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava : Z-F Lingua, 2013. ISBN 978-80-89328-93-2

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
52,44	0,0	15,85	14,63	3,66	1,22	12,2

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde014/22	Psychodidactics

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 40-point midterm paper (micro-exit/presentation of model situations) and a 60-point midterm test, for a total of 100 points. The successful completion of the course is subject to obtaining at least 60% of the maximum possible course grade.
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 prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Learning outcomes:
Learning objectives and outcomes:
The aim of the course is to present knowledge related to the processes of learning and teaching in a psychological context. Upon successful completion of the course, students will acquire scientific knowledge of the concept of psychodidactics. They will be able to use critical thinking to justify the importance of didactic influence and knowledge formation in the teaching process. Students will have adequately developed the competence to design the teaching process based on the specificities of psychodidactics.
Transferable competences: by analysing, implementing and discussing seminar assignments, students are able to communicate their conclusions, think critically and think in context.

Class syllabus:

Brief outline of the course:
1. Psychodidactics as a scientific discipline.
2. Neurophysiological bases of memory.
3. Neurophysiological bases of learning. Epistemological foundations of child/pupil learning.
4. Pupils' learning styles in relation to specifics from a psychodidactic perspective.
5. Teacher's teaching style. Epistemological foundations of teacher's teaching.
6. Children's naive theories, preconceptions, and misconceptions in relation to students' internal knowledge systems and to pedagogical constructivism.
7. The use of psychodidactic knowledge in learning and teaching.
8. School and scientific knowledge: the relationship between individualized knowledge (as a compromise with reality) and knowledge acceptable to contemporary society. The relationship between everyday knowledge, school knowledge and scientific knowledge.
9. Micro-approaches of male and female students/presentations of model situations.

Recommended literature:

Reference sources:
Required reading:
ŠKODA, J., DOULÍK, P. 2011. Psychodidaktika. Praha: Grada, 2011.
Recommended reading:
ČÁP, J., MAREŠ, J. 2001. Psychologie pro učitele. Praha: Portál, 2001. ISBN 80-7178-463-X.
DUCHOVIČOVÁ, J. 2010. Neurodidaktický a psychodidaktický kontext edukácie. Nitra : UKF. ISBN 978-80-8094-783-5.
KOSTRUB, D. 2008. Dieťa/žiak/študent – učivo – učiteľ, didaktický alebo bermudský trojuholník. Prešov : Rokus, 2008. 170 s. ISBN 978-80-89055-87-6.
KOSTRUB, D., TÓTHOVÁ, R., FERKOVÁ, Š. Žiak, učiteľ, výučba. Všeobecná didaktika pre študentov učiteľstva. Prešov : Rokus, 2017. ISBN 978-80-89510-61-0

PETLÁK, E., VALÁBIK, D., ZAJACOVÁ, J. 2009. Vyučovanie – mozog – žiak: úvod do problematiky mozgovokompatibilného učenia. Bratislava : IRIS, 2009. ISBN 978-80-89256-43-3.TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava : Z-F Lingua, 2013. ISBN 978-80-89328-93-2

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
52,44	0,0	15,85	14,63	3,66	1,22	12,2

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde030/22	Psychological development disorders of children and adolescents

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: 5

Recommended semester: 2.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an examination. The weighting of the interim and final assessment is 50/50.
During the semester, students will prepare and present a seminar paper on selected current topics (max. 30 points). Students' activity during discussions is also assessed (max. 20 points). Final examination - written (max. 50 points).
Learning outcomes:
For an overall grade of A, you need at least 91 points, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks.
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 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): 50/50

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to familiarize students with the basic classification and manifestations of developmental, behavioral and learning disorders in childhood and adolescence and their impact on the child's school functioning. Students will gain a basic understanding of the most common developmental disorders and behavioral and learning disorders occurring in childhood and adolescence. The ability to navigate the subject matter is essential in an inclusive school environment in both primary and secondary schools where future teachers of education may work in combination with a second subject endorsement. In this subject, students will not only acquire theoretical knowledge, but will also acquire sufficient competences to work with other professionals involved in dealing with developmental, learning and behavioural disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship not only requires empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists from other disciplines, such as a neurologist, psychologist, paediatrician or child psychiatrist. Transferable competences: critical thinking skills, communication skills.

Class syllabus:
Brief outline of the course:
1. Introduction to developmental disorders - definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders in children and adolescents. Issues of norm and pathology in development.
2. Etiology of developmental disorders - pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation.
3. Psychomotor retardation (general developmental delay) and mental retardation/intellectual disability - aetiology, classification, options and limitations, interventions.
4. Psychogenic conditioned disorders in the somatic area- enuresis, encopresis, tics. Manifestations, forms, possibilities of intervention.

5. Psychogenic conditioned communication disorders - barking and mutism - definition, classification, intervention options.
6. Pervasive developmental disorders or autism spectrum disorders - autism, Asperger's syndrome, Rett's syndrome. Etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology - cerebral palsy (CP) - etiology, clinical picture. Developmental disorder of motor functions.
8. Hyperkinetic syndrome (ADD and ADHD). The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.
10. Emotional disorders in childhood - anxiety disorders, phobias and depression in childhood and adolescence. Obsessive-compulsive disorder. Post-traumatic stress disorder.
11. Behaviour and conduct disorders - classification, manifestations and intervention options. Self-harm and suicide in childhood and adolescence - incidence, etiology, prevention. 12. Eating disorders- classification, manifestations and intervention options.
13. Mental disorders caused by psychoactive substances. Pathological gambling and other forms of addiction

Recommended literature:

Reference sources:
Required reading:
Harineková, M. - Stempelová, J. 2012. Poruchy psychického vývinu u detí a dospievajúcich. Učebné texty. Bratislava : VŠ zdravotníctva a sociálnej práce sv.Alžbety. 2012. 161 s. ISBN 978-80-8132-040-8
Recommended reading:
Derková, J.: Deti s Aspergerovým syndrómom v kontexte rodinnej výchovy. In: Koláčková,J., Rapošová, P. (Ed) : Zborník Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Bratislava : Univerzita Komenského, Pedagogická fakulta. 2020, s.93. ISBN 978-80-223-4976-5
Heretik, A. a kol. 2016. Klinická psychológia. 2.prepracované a doplnené vydanie. Nakl. Psychoprof : Nové Zámky.(Kapitoly o poruchách psychického vývinu detí a dospievajúcich- s. 415-459.). ISBN 978-80-8932-224-4
Papalová, S.. Špecifické vývinové poruchy učenia a reči. Dostupné na URL: http://www.psychagogia.sk/wp-content/uploads/svp_papalova.pdf
Periodiká a vedecké databázy: PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie a iné.
Vágnerová, M. (2014). Současná psychopatologie pro pomáhající profese. Portál : Praha.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 66

A	ABS	B	C	D	E	FX
19,7	0,0	33,33	15,15	7,58	13,64	10,61

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

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde003/22	Psychology for teachers 1

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

Number of credits: 4

Recommended semester: 1., 3.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% Intermediate assessment: includes a seminar paper (10 points), an intermediate test (40 points).
50% Final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge.
A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge.
A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking.
A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of Psychology for Teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course
- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,
- can apply knowledge of general, cognitive and developmental psychology in an educational context,
- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,
- knows the laws of development of cognitive processes and their application in the educational process
- can read and understand professional text and psychological research, understand tables and graphs
- finds logical connections in opinions and thoughts

Class syllabus:
Brief outline of the course:
Part of general and cognitive psychology:
1. Introduction to psychology: a brief history of psychology, psychology as a science, the subject of psychological inquiry, the formation of psychological knowledge and psychological methodology. Psychological processes and states.
2. Sensory processes. Perception - characteristics of the process, laws of perception and types of perception.
3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and characteristics of attention.
4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning
5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.
6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.
Part of developmental psychology:

7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, external and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws.
9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

Recommended literature:

Compulsory reading:

KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,

JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.

Recommended reading:

LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVIČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského

NAKONEČNÝ M. (2016). Obecná psychologie. Triton.

SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského

ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius

Videos

SME. Manuál na mozog https://www.youtube.com/watch?v=3PsH-ePp6AQ&list=PLX-qV3Lrf327HzNUMLlCCc-fZigzhap0G

Languages necessary to complete the course:

slovak, czech and english

Notes:

students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution

Total number of evaluated students: 1390

A	ABS	B	C	D	E	FX
15,54	0,0	24,82	21,58	15,97	13,09	8,99

Lecturers: PhDr. Romana Schunová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde003/22	Psychology for teachers 1

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

Number of credits: 4

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the weight of the interim and final assessment is 50/50
50% Intermediate assessment: includes a seminar paper (10 points), an intermediate test (40 points).
50% Final assessment: includes a reflective essay (5 points) and a final test (45 points). The student must score at least 50% on each test.
For successful completion of the course it is necessary to obtain at least 60% of the points.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, the student must be consistently outstanding, capable of independent study, and able to critically compare professional texts in psychology. The student is able to navigate a variety of literary sources, is proficient in the fundamentals of general and developmental psychology, understands the thinking, decision-making and emotional responses of children and adults, and can reflect critically on psychological knowledge.
A grade of B indicates that the student has performed above average throughout the semester, has been able to study independently, has mastered basic information related to general and developmental psychology, understands how children and adults think, make decisions, and react emotionally, and reflects on psychological knowledge.
A grade of C means that the student has performed standardly well during the semester, his/her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge or critically evaluate and compare individual psychological findings is lacking.
A grade of D means that the student has been less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, cannot critically analyze information.

A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails in critical thinking and application of theoretical knowledge to practice as well as theoretical knowledge.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of Psychology for Teachers 1 is to make available basic information about the general laws of human experience and behaviour so that they can form a platform for understanding the workings of the human psyche and to synthesize psychological knowledge, facts, theories, research approaches into a coherent view of the individual's psyche for the purposes of creative professional application in pedagogical practice. The student after completing the course
- knows the basic concepts of general, cognitive and developmental psychology, basic models and theories of developmental psychology, knows how to differentiate and classify them into individual categories,
- can apply knowledge of general, cognitive and developmental psychology in an educational context,
- knows the laws of psychic development, especially with regard to the needs of lower and upper secondary education,
- knows the laws of development of cognitive processes and their application in the educational process
- can read and understand professional text and psychological research, understand tables and graphs
- finds logical connections in opinions and thoughts

Class syllabus:
Brief outline of the course:
Part of general and cognitive psychology:
1. Introduction to psychology: a brief history of psychology, psychology as a science, the subject of psychological inquiry, the formation of psychological knowledge and psychological methodology. Psychological processes and states.
2. Sensory processes. Perception - characteristics of the process, laws of perception and types of perception.
3. Imagination and attention. Fantasy and memory imagery. Types of ideas and their comparison. Illusions and hallucinations. Types and characteristics of attention.
4. Memory and learning. Theories of memory. Types of memory. Memory processes and information (remembering, retention, reproduction, retrieval). Forgetting, extremes and pathology in memory performance. Characteristics and some theories of learning, types, conditions and principles of learning
5. Thinking, intelligence and speech. Thought operations and forms of thought. Types of thinking. Thinking as problem solving. Thinking and intelligence. Relationship between thinking and language.
6. Dynamics of the psyche: motivation and emotions. Emotional states and feelings. Physiological bases of emotionality. Classification and characteristics of feelings and emotions. Stress, frustration and the experience of conflict. Characteristics and functions of motivation, principles of motivation, energetic basis of the organism, instincts, drives, needs, values, attitudes, aspirations, frustration, volition.
Part of developmental psychology:

7. The subject of investigation and methods of developmental psychology. Subject, aims of developmental psychology; interdisciplinary relations. Assessment of psychological development - basic methods of diagnosing developmental level, developmental screening and scales, psychological tests.
8. Mental development in general - developmental changes and laws, factors of development. Developmental changes and their classification, basic developmental processes. Factors of development - conditions of psychic development, external and internal factors of psychic development and their interrelations; maturation and learning, development and education. Developmental laws.
9. Theoretical models and concepts of psychological development. Periodization of development. Problems of unified classification of psychological development, classification systems. Critical or sensitive developmental stages, developmental crisis. Basic psychological characteristics of developmental phases.
10. The most important theoretical models of psychological development and their critical evaluation - psychoanalytic, humanistic, biodimensional model, Piaget's school, Vygotsky and the Russian school ai... Theoretical concepts of determination of psychological development - nativism and endogenistic theories, empiricism and exogenistic theories, interaction theoretical models.
11. Developmental roles of the different periods - prenatal development, newborn, infant, toddler, pre-school age, younger school age, adolescence, adulthood and old age.

Recommended literature:

Compulsory reading:

KUBÁNI, V., (2010). Všeobecná psychológia. Prešov: Prešovská univerzita. ISBN: 978-80-555-0172-7,

JURSOVÁ ZACHAROVÁ, Z. (2021). Od narodenia po maturitu. Poznatky vývinovej psychológie v kontexte vzdelávania. Bratislava: Univerzita Komenského v Bratislave. ISBN 978-80-223-5169-0.

Recommended reading:

LEMEŠOVÁ, M., SOKOLOVÁ, L., MINAROVIČOVÁ, K. (2015). Psychológia (inter)aktívne. Univerzita Komenského

NAKONEČNÝ M. (2016). Obecná psychologie. Triton.

SOKOLOVÁ, L., BROZMANOVÁ, E. (2015). Psychológia trochu inak. Univerzita Komenského

ŠRAMOVÁ, B. (2008). Osobnosť v procese ontogenézy. Melius

Videos

SME. Manuál na mozog https://www.youtube.com/watch?v=3PsH-ePp6AQ&list=PLX-qV3Lrf327HzNUMLlCCc-fZigzhap0G

Languages necessary to complete the course:

slovak, czech and english

Notes:

students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution

Total number of evaluated students: 1390

A	ABS	B	C	D	E	FX
15,54	0,0	24,82	21,58	15,97	13,09	8,99

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde007/22	Psychology for teachers 2

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

Number of credits: 4

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
Prerequisites: B-VUZde003 / Psychology for teachers 1
Prerequisites for successful completion of the course:
The course is completed with an assessment, 100% of the continuous assessment, which includes continuous work - completion of a self-awareness test (15% of the assessment) and a seminar paper (20% of the assessment), completion of a continuous test in personality psychology (30% of the assessment), a reflective essay (5% of the assessment), and a final test (30% of the assessment).
Credit will not be awarded to a student who scores less than 50% on any of the four written examinations.
To pass the course, you must obtain a minimum of 60 % of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks.
For a grade of B, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and have slight deficiencies in the use of knowledge in practically set tasks.
For a grade of C, the student must have excellent theoretical knowledge, moderate deficiencies in its evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks.
For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks).
For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, and major deficiencies in the use of knowledge in practically set tasks.

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

Learning outcomes:

Learning objectives and outcomes and transferable competences:
The aim is
- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;
- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;
- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;
- apply social and emotional competencies to promote their own psychological well-being;
- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,
- be able to actively acquire information and use it to solve practical tasks in the field.

Class syllabus:

Brief outline of the course:
Psychology of personality
1. Basic definition and concepts of personality psychology - structure, dynamics.
2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relationship to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).
3. Concepts of individual and analytical psychology - the need for power A. Adler, the need for power in pupils in the educational environment; archetypes of C. Jung, the acceptance of archetypal tendencies and their relation to the educational process.
4. Behaviorism and neobehaviorism - the concept of behavioziorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.
5. Humanistic psychology - concepts of A. Maslow, V. Frankl, C. Rogers, self-actualization and the promotion of the self-actualizing instinct as the goal of the educational process.
Educational psychology
6. Basic definition and concepts of educational psychology.
7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).
8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.
9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.
10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.
11. Psychological aspects of working with gifted individuals in the classroom.

Recommended literature:

Compulsory reading:
DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663
FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521
Recommended reading:
FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983

FÁBIK, D., & FÁBIKOVÁ, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. Psychiatria - Psychoterapia - Psychosomatika. 28(1), 30-37.
HALL, C.S., & LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.
JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského, s. 199. ISBN: 978-80-223-4814-0
JURSOVÁ ZACHAROVÁ, Z. (2015). Osobnosť začínajúcich učiteľov a učiteliek. In Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Bratislava: Univerzita Komenského, s. 102-112. ISBN 978-80-223-3950-6.
JURSOVÁ ZACHAROVÁ, Z. (2015). Akí sú študenti učiteľstva na začiatku svojej kariéry? Motivácia a osobnosť začínajúcich študentov voliacich si učiteľskú profesiu. Ecoletra.com [elektronický zdroj]. - roč. 1, č. 1, s. 68-83.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 1013

A	ABS	B	C	D	E	FX
41,66	0,0	25,77	16,49	6,32	5,43	4,34

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde007/22	Psychology for teachers 2

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

Number of credits: 4

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
Prerequisites: B-VUZde003 / Psychology for teachers 1
Prerequisites for successful completion of the course:
The course is completed with an assessment, 100% of the continuous assessment, which includes continuous work - completion of a self-awareness test (15% of the assessment) and a seminar paper (20% of the assessment), completion of a continuous test in personality psychology (30% of the assessment), a reflective essay (5% of the assessment), and a final test (30% of the assessment).
Credit will not be awarded to a student who scores less than 50% on any of the four written examinations.
To pass the course, you must obtain a minimum of 60 % of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For an A grade, the student must have excellent theoretical knowledge, be able to evaluate and critically analyse it, and use the knowledge flexibly in practically set tasks.
For a grade of B, the student must have excellent theoretical knowledge, be able to evaluate and critically analyze it, and have slight deficiencies in the use of knowledge in practically set tasks.
For a grade of C, the student must have excellent theoretical knowledge, moderate deficiencies in its evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks.
For a grade D, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, moderate deficiencies in the use of knowledge in practically set tasks).
For an E grade, the student must have basic theoretical knowledge, moderate deficiencies in their evaluation and critical analysis, and major deficiencies in the use of knowledge in practically set tasks.

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

Learning outcomes:

Learning objectives and outcomes and transferable competences:
The aim is
- Know the principles of personality formation and use them to develop the cognitive, affective and competence of pupils and students;
- to build and develop the individual components of the educational process in the context of the personalities of the pupils in the classroom;
- in accordance with the personality of the pupils and students, choose an empathetic approach and encourage self-actualizing tendencies;
- apply social and emotional competencies to promote their own psychological well-being;
- to know the basic psychological problems of education and to be able to work effectively with them in the educational process,
- be able to actively acquire information and use it to solve practical tasks in the field.

Class syllabus:

Brief outline of the course:
Psychology of personality
1. Basic definition and concepts of personality psychology - structure, dynamics.
2. Concepts of the psychoanalytic approach - the structure of personality according to S. Freud, defence mechanisms of A. Freud and their relationship to psychological difficulties in the educational environment (burnout syndrome, depression, etc.).
3. Concepts of individual and analytical psychology - the need for power A. Adler, the need for power in pupils in the educational environment; archetypes of C. Jung, the acceptance of archetypal tendencies and their relation to the educational process.
4. Behaviorism and neobehaviorism - the concept of behavioziorism E. Thorndike, J. Watson, operant conditioning B. Skinner in teacher-pupil relationship, social learning of A. Bandura - teacher as a role model.
5. Humanistic psychology - concepts of A. Maslow, V. Frankl, C. Rogers, self-actualization and the promotion of the self-actualizing instinct as the goal of the educational process.
Educational psychology
6. Basic definition and concepts of educational psychology.
7. Approach to pupils with special educational needs (specific focus on the intellectually gifted, pupils with Asperger's syndrome, ADHD).
8. Psychohygiene of teachers in educational settings - stress management, attitudes, assertiveness and assertive techniques, teachers' attitudes and biases.
9. Psychological problems in pupils and students - perfectionism, hypersensitivity, stress and anxiety.
10. Psychological aspects of education - intrinsic and extrinsic motivation of pupils, assessment.
11. Psychological aspects of working with gifted individuals in the classroom.

Recommended literature:

Compulsory reading:
DRAPELA, V. J. (2011). Přehled teorií osobnosti. Praha: Portál. ISBN 8071787663
FÁBIK, D. (2019). Psychológia intelektovo nadaných žiakov. Košice: Equilibria. 328 s. ISBN 9788081432521
Recommended reading:
FÁBIK, D. (2021). Obranné mechanizmy v sne. Psychoterapie. 15(2), 122-133. ISSN 1802-3983

FÁBIK, D., & FÁBIKOVÁ, J. (2021). Humanistická psychoanalýza Ericha Fromma: základné princípy v komparácii s klasickou psychoanalýzou. Psychiatria - Psychoterapia - Psychosomatika. 28(1), 30-37.
HALL, C.S., & LINDZEY, G. (1997). Psychológia osobnosti. Bratislava: SPN.
JURSOVÁ ZACHAROVÁ, Z., LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Univerzita Komenského, s. 199. ISBN: 978-80-223-4814-0
JURSOVÁ ZACHAROVÁ, Z. (2015). Osobnosť začínajúcich učiteľov a učiteliek. In Osobnosť a sociálno-psychologické kompetencie učiteľov a učiteliek. Bratislava: Univerzita Komenského, s. 102-112. ISBN 978-80-223-3950-6.
JURSOVÁ ZACHAROVÁ, Z. (2015). Akí sú študenti učiteľstva na začiatku svojej kariéry? Motivácia a osobnosť začínajúcich študentov voliacich si učiteľskú profesiu. Ecoletra.com [elektronický zdroj]. - roč. 1, č. 1, s. 68-83.

Languages necessary to complete the course:
slovak and czech

Notes:
Notes: students of the psychology teaching (combined) programme do not enrol in the course

Past grade distribution
Total number of evaluated students: 1013

A	ABS	B	C	D	E	FX
41,66	0,0	25,77	16,49	6,32	5,43	4,34

Lecturers: PhDr. Romana Schunová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde010/22	School system and school legislation for teachers

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: 5.

Educational level: I.

Prerequisites:

Course requirements:
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).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.

A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to produce continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
For successful completion of the course it is necessary to obtain at least 60% of the points.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning objectives and outcomes:
By completing the course on school systems and school legislation for teachers, the student should:
- to know the content of school management as a scientific discipline: the system of school management in the Slovak Republic and the system of internal school management 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, which regulate the activities of kindergarten, primary school and secondary school, 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:
Brief outline of the course:
- 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 and pedagogical-organisational regulations applied in the school system and their significance. Interpretation of the constitution in terms of application in education. The legislation governing the activities of kindergartens, primary and secondary schools (laws, decrees, working regulations, pedagogical-organisational instructions, guidelines and regulations), with an emphasis on the needs of the work of the teaching staff. The personality of the head of teaching staff - legal and personality requirements. School image, school culture. School climate.

Recommended literature:
Required reading:
Current legislative norms concerning the establishment and activities of primary and secondary schools in the Slovak Republic.
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
Ústava Slovenskej republiky.
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.
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

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 71

A	ABS	B	C	D	E	FX
16,9	0,0	42,25	26,76	9,86	1,41	2,82

Lecturers: Mgr. Kristína Uhlíková

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde024/19	Slovak for foreigners – language course

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.

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: 32

A	ABS	B	C	D	E	FX
56,25	0,0	34,38	6,25	0,0	0,0	3,13

Lecturers: Mgr. Marína Hríb, PhD.

Last change: 02.07.2019

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde024/19	Slovak for foreigners – language course

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.

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: 32

A	ABS	B	C	D	E	FX
56,25	0,0	34,38	6,25	0,0	0,0	3,13

Lecturers: Mgr. Marína Hríb, PhD.

Last change: 02.07.2019

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde006/22	Slovak language orthography principles

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 per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 14 hours of preparation for the paper, 28 hours of preparation for the orthographic exercises and 26 hours of preparation for the language proofreading. Total 90 hours of student work.
Teaching methods: interpretation, explanation, guided self-study, practical practice and justification of theoretical orthographic knowledge and phenomena, problem-solving tasks and assignments

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a paper (20 points), orthographic exercises after the second topic (20 points) and after the seventh topic (20 points), and in the form of a language proofreading (40 points).
The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D and a minimum of 60 points out of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (paper: less than 12 points, orthographic exercises: less than 12 points + 12 points and proofreading: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of orthography in the required range, logically arranges the facts presented, can apply and adapt the acquired knowledge of orthography in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of orthography to the required extent, logically organises the facts presented, can

apply and adapt the acquired knowledge of orthography very well in practice, has the ability to solve individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of orthography within the required range, organises the facts presented appropriately, can apply and adapt the orthography knowledge acquired reliably in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of orthography within the required range, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of orthography in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of orthography in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of orthography in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of orthography to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of orthography in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student knows the orthographic standard of written Slovak. The theoretical knowledge of the principles and rules of Slovak orthography is ready not only to deepen and develop in further bachelor's and then master's studies, but also to use and creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a text proofreader. Based on problem solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. Competence to independently extend their knowledge of the development of selected orthography phenomena from the time of the Bernolákov codification to the current codifications captured in current codification manuals, as well as the ability to identify and evaluate the broader context of orthographic issues. As a result of assessing and justifying individual orthography phenomena, the student also develops a number of transferable skills, such as analytical thinking, creativity, abstract and critical thinking, and contextual reasoning. The student is also able to convey information about orthography principles and orthography phenomena to the general public, and is able to offer conclusions and orthography justifications to lay audiences.

Class syllabus:
1. Writing, alphabet, orthography. Orthography principles.
2. Writing i/í and y/ý in home-origin words. Writing i/í and y/ý in words of foreign origin.
3. Orthographic exercises. Development of orthography in the context of founding and intermediate codification.
4. Writing the vowel ä. The relationship between orthography and orthoepy for the hard and soft consonants d, t, n, l and ď, ť, ň, ľ and for the consonant v.
5. Neutralizations (undertones, double consonants) and orthography.
6. Writing capital letters I.
7. Writing capital letters II.
8. Orthographic exercise. Writing words separately and skillfully. Word division.

9. Slovak orthography rules before and after 1989. Rhythmic law.
10. Punctuation. Comma and its functions.
11. Linguistic proofreading.
The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge related to orthography and orthoepy, will consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will acquire theoretical knowledge in the field of orthography, become familiar with the individual principles (phonemic, morphematic, grammatical and etymological) on which Slovak orthography is based, and understand their essence and significance for Slovak orthography. They will become aware of the relationships between grapheme, phoneme and vowel. Against the background of the founding and ongoing codification, they will deepen their knowledge of the Slovak graphic system (with a focus on the grapheme y, the soft consonants ď, ť, ň and, above all, the soft consonant ľ), the writing of capital letters, soft and hard consonants, their orthographic and orthoepic specificities, as well as the application of the rhythmic law in terms of the linguistic norm and linguistic practice. They will learn about the development (and peripetitions) of selected orthography phenomena captured in the Slovak Orthography Rules before 1989 and after 1989 up to the present. The student will have a thorough knowledge of capitalization and punctuation (especially commas) and will recognize problematic phenomena in this orthography area. The student will become aware of the relationship between orthography and orthoepy and the influence of certain phenomena of the sound subsystem of the language (neutralisations) on Slovak orthography. Understand the influence of the founding and ongoing codification on the current state of Slovak orthography. The student will be able to use digital technologies in the teaching of orthography principles, in particular in the use of the online version of current codification manuals and the dictionary portal. The student will learn to identify and correct orthographic errors in various types of written expression, and will be able to use and creatively apply knowledge of orthography in a school environment as a teaching assistant or, for the needs of the publishing environment, as a proofreader. He/she will be prepared to provide stimulating feedback on orthography standards to colleagues and the wider public. The student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and to be actively responsible for his/her own learning.

Recommended literature:

Compulsory readings:
Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.
Recommended readings:
RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 80-969159-1-6.
KRÁĽ, Á. 2016. Pravidlá slovenskej výslovnosti. Systematika a ortoepický slovník. 3. vyd. Martin: Matica slovenská. 424 s. ISBN 978-80-8128-159-4.
KAČALA, J. 2014. State o slovenskej kvantite a rytmickom zákone. Bratislava: Univerzita Komenského v Bratislave. 135 s. ISBN 978-80-223-3833-2. (selected chapters)
TUROČEKOVÁ, M. 2022. Regulácia slovnej kvantity v slovenskom spisovnom jazyku z pohľadu Jána Kačalu a jej odraz v kodifikačných príručkách po roku 1989. In: Dziviaková, M. – Horváthová, Ľ. – Faithová, E. (eds.): Jazyk ako neprestajná inšpirácia. Zborník príspevkov

k jubileu Jána Kačalu. Bratislava: Univerzita Komenského v Bratislave, s. 266 – 278. ISBN 978-80-223-5495-0.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 423

A	ABS	B	C	D	E	FX
24,11	0,0	28,61	17,97	17,73	8,27	3,31

Lecturers:

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde006/22	Slovak language orthography principles

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 per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 14 hours of preparation for the paper, 28 hours of preparation for the orthographic exercises and 26 hours of preparation for the language proofreading. Total 90 hours of student work.
Teaching methods: interpretation, explanation, guided self-study, practical practice and justification of theoretical orthographic knowledge and phenomena, problem-solving tasks and assignments

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of a paper (20 points), orthographic exercises after the second topic (20 points) and after the seventh topic (20 points), and in the form of a language proofreading (40 points).
The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D and a minimum of 60 points out of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (paper: less than 12 points, orthographic exercises: less than 12 points + 12 points and proofreading: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of orthography in the required range, logically arranges the facts presented, can apply and adapt the acquired knowledge of orthography in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of orthography to the required extent, logically organises the facts presented, can

apply and adapt the acquired knowledge of orthography very well in practice, has the ability to solve individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of orthography within the required range, organises the facts presented appropriately, can apply and adapt the orthography knowledge acquired reliably in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of orthography within the required range, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of orthography in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of orthography in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of orthography in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of orthography to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of orthography in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student knows the orthographic standard of written Slovak. The theoretical knowledge of the principles and rules of Slovak orthography is ready not only to deepen and develop in further bachelor's and then master's studies, but also to use and creatively apply them in the school environment in the position of a pedagogical assistant, or for the needs of the publishing environment in the position of a text proofreader. Based on problem solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. Competence to independently extend their knowledge of the development of selected orthography phenomena from the time of the Bernolákov codification to the current codifications captured in current codification manuals, as well as the ability to identify and evaluate the broader context of orthographic issues. As a result of assessing and justifying individual orthography phenomena, the student also develops a number of transferable skills, such as analytical thinking, creativity, abstract and critical thinking, and contextual reasoning. The student is also able to convey information about orthography principles and orthography phenomena to the general public, and is able to offer conclusions and orthography justifications to lay audiences.

Class syllabus:
1. Writing, alphabet, orthography. Orthography principles.
2. Writing i/í and y/ý in home-origin words. Writing i/í and y/ý in words of foreign origin.
3. Orthographic exercises. Development of orthography in the context of founding and intermediate codification.
4. Writing the vowel ä. The relationship between orthography and orthoepy for the hard and soft consonants d, t, n, l and ď, ť, ň, ľ and for the consonant v.
5. Neutralizations (undertones, double consonants) and orthography.
6. Writing capital letters I.
7. Writing capital letters II.
8. Orthographic exercise. Writing words separately and skillfully. Word division.

9. Slovak orthography rules before and after 1989. Rhythmic law.
10. Punctuation. Comma and its functions.
11. Linguistic proofreading.
The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge related to orthography and orthoepy, will consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will acquire theoretical knowledge in the field of orthography, become familiar with the individual principles (phonemic, morphematic, grammatical and etymological) on which Slovak orthography is based, and understand their essence and significance for Slovak orthography. They will become aware of the relationships between grapheme, phoneme and vowel. Against the background of the founding and ongoing codification, they will deepen their knowledge of the Slovak graphic system (with a focus on the grapheme y, the soft consonants ď, ť, ň and, above all, the soft consonant ľ), the writing of capital letters, soft and hard consonants, their orthographic and orthoepic specificities, as well as the application of the rhythmic law in terms of the linguistic norm and linguistic practice. They will learn about the development (and peripetitions) of selected orthography phenomena captured in the Slovak Orthography Rules before 1989 and after 1989 up to the present. The student will have a thorough knowledge of capitalization and punctuation (especially commas) and will recognize problematic phenomena in this orthography area. The student will become aware of the relationship between orthography and orthoepy and the influence of certain phenomena of the sound subsystem of the language (neutralisations) on Slovak orthography. Understand the influence of the founding and ongoing codification on the current state of Slovak orthography. The student will be able to use digital technologies in the teaching of orthography principles, in particular in the use of the online version of current codification manuals and the dictionary portal. The student will learn to identify and correct orthographic errors in various types of written expression, and will be able to use and creatively apply knowledge of orthography in a school environment as a teaching assistant or, for the needs of the publishing environment, as a proofreader. He/she will be prepared to provide stimulating feedback on orthography standards to colleagues and the wider public. The student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and to be actively responsible for his/her own learning.

Recommended literature:

Compulsory readings:
Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.
Recommended readings:
RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 80-969159-1-6.
KRÁĽ, Á. 2016. Pravidlá slovenskej výslovnosti. Systematika a ortoepický slovník. 3. vyd. Martin: Matica slovenská. 424 s. ISBN 978-80-8128-159-4.
KAČALA, J. 2014. State o slovenskej kvantite a rytmickom zákone. Bratislava: Univerzita Komenského v Bratislave. 135 s. ISBN 978-80-223-3833-2. (selected chapters)
TUROČEKOVÁ, M. 2022. Regulácia slovnej kvantity v slovenskom spisovnom jazyku z pohľadu Jána Kačalu a jej odraz v kodifikačných príručkách po roku 1989. In: Dziviaková, M. – Horváthová, Ľ. – Faithová, E. (eds.): Jazyk ako neprestajná inšpirácia. Zborník príspevkov

k jubileu Jána Kačalu. Bratislava: Univerzita Komenského v Bratislave, s. 266 – 278. ISBN 978-80-223-5495-0.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 423

A	ABS	B	C	D	E	FX
24,11	0,0	28,61	17,97	17,73	8,27	3,31

Lecturers: Mgr. Monika Turočeková, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde027/22	Slovak literature and book culture after 1989

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 per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 20 hours of continuous preparation, including literature study, 8 hours of presentation development; 10 hours of seminar paper development.
Total 60 hours of student work.
Teaching methods: lecture, demonstration, dialogue with students, dialogue in a group of students, group work, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with a literary text, project-based learning, e-learning, guided self-study

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (20 points);
• the preparation of a presentation on a topic in book culture after 1989 (40 points);
• the production of a seminar paper (40 points) which analytically and interpretively examines a selected issue in a work from the list of required fiction.
The course culminates in a grade resulting from a continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum grade of 60% is required to pass the course. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (micro assignments: less than 12 points, presentation: less than 24 points, seminar paper: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has an excellent knowledge of Slovak literature at the turn of the 20th and 21st century. The student has an excellent knowledge of the literature of the Slovak language and literature of the 20th century in the required

scope, logically arranges the presented literary-historical facts in a flawless manner, is able to apply and adapt the acquired literary-scientific knowledge excellently when working with a literary text in school practice, has the ability to solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of Slovak literature at the turn of the 20th and 21st century. The student has a very good knowledge of the Slovak literature in the required range, he/she arranges the presented literary-historical facts logically, with only minor errors, he/she is able to apply and adapt the acquired literary knowledge very well when working with a literary text in school practice, without any major errors, he/she has the ability to solve individual tasks and assignments independently, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of Slovak literature at the turn of the 20th and 21st centuries to the required extent, arranges the literary-historical facts presented appropriately and makes only occasional mistakes, can reliably apply and adapt the literary-historical knowledge acquired when working with a literary text in school practice, solves individual tasks and assignments reliably independently, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of Slovak literature at the turn of the 20th and 21st centuries in the required range, shows some deficiencies in the arrangement of literary-historical facts, can satisfactorily apply the acquired literary-scientific knowledge and existing procedures when working with a literary text in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of Slovak literature at the turn of the 20th and 21st centuries to the required extent and significant deficiencies in the organization of literary-historical facts, can minimally apply the acquired literary-scientific knowledge when working with a literary text in school practice, solves individual tasks and assignments at a sufficient level with considerable help, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of Slovak literature at the turn of the 20th and 21st centuries to the required extent, does not know literary-historical facts and their logical connections, cannot apply the acquired literary knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient skills to learn.

Learning outcomes:
The student has a synthetic knowledge of Slovak literature after 1989. The student has acquired knowledge of the existing literary-historical models of this period, the fundamental literary-theoretical and literary-critical reflections of its key authors and literary works. It has acquired knowledge of the literary culture of the period in the context of contemporary political, social, cultural and civilisational processes, of periodisation models and internal differentiation of original Slovak works of the era. In a representative spectrum, it is familiar with individual tendencies, group and individual ideological and aesthetic initiatives and poetics. He is aware of the value of the linguistic-cultural originality of Slovak literature and has cultivated a sense of its organic links to universal humanistic value bases. The student has developed analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to

communicate facts, concepts, and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. He/she is prepared to deepen and develop the acquired knowledge and skills in further bachelor and master studies and is also able to use and creatively apply them in the school environment in the position of a teaching assistant or for the needs of the publishing environment. He is also able to convey basic information about Slovak literature after 1989 to the general public and to offer certain conclusions and justifications to lay audiences. He has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Periodization models of Slovak literature after 1989. Transformations of the pluralistic literary model.
2. Transition and transformation of society, media, book culture and literary infrastructure after 1989.
3. Consolidation of society, media, book culture and literary infrastructure after 1998.
4. Book culture and literature in the context of remediation at the turn of the 20th and 21st centuries.
5. The literary field of cultural production and its relations with the political field. Literature and state power.
6. The literary field of cultural production and its relations with the economic field. Literature and the cultural industry.
7. Reintegration and reconstruction of the pre-1989 literary process in the context of the literature of the late 20th and early 21st centuries.
8. Original prose works of the 1990s: generational and genre-thematic range, representative authors and works (S. Rakús, P. Pišťanek, Balla).
9. Original poetry of the 1990s: generational and genre-thematic range, representative authors and works (M. Haugová, I. Štrpka, P. Macsovszky).
10. Original prose works of the early 21st century: generational and genre-thematic scale (M. Kopcsay, I. Dobrakova, R. Pupala).
11. Original poetic works of the early 21st century: generational and genre-thematic range, representative authors and works (E. J. Groch, M. Habaj, M. Ferenčuhová).

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field.

The student will deepen and develop his/her knowledge of the conditions framing the existence of Slovak literature after 1989, its literary-historical concepts and literary-critical reflection. Particular emphasis will be placed on the distinction between the conditions for the existence of literature in the transition-transformation period and at the turn of the century (the consequences of remediation). The conceptual tool for organizing knowledge about book culture will be the concept of the literary field as a specific field of cultural production in relation to other fields. Building on the student's knowledge of the transformations of Slovak literature in the 20th century, attention will be focused on the reintegration and reconstruction processes in Slovak literature related to the collapse of the totalitarian communist regime and the formation of a democratic Slovakia. In the course, the student will deepen and develop knowledge of internal periodization, generational, functional and ideological-aesthetic differentiation and genre-thematic forms, and representative supra-individual developmental formations (confessional lyricism, postmodern tendencies, experimental-deconstructive poetry, spiritual poetry, post-conceptual poetry, prose of ironic objectification, social-realist prose, expatriate and regional-local prose) and on the individual creative efforts of representative authors. Emphasis will be placed on aesthetically extraordinary works. A reliable orientation of the student in the issues of literature at the turn of the 20th and 21st centuries

and the related practical and methodological knowledge will be a prerequisite for his/her proper understanding of the past in the courses of the continuing degree and an important part of the preparation for the teaching profession corresponding to the current needs of school practice. The student will be prepared to deepen and develop the theoretical knowledge and practical skills acquired in the master's degree and to use them effectively and creatively in the school environment in the position of a teaching assistant, or for the needs of the publishing environment. The student will acquire a base of knowledge and skills that will be a professional prerequisite for the analysis and selection of didactic materials from Slovak literature with regard to teaching objectives, a prerequisite for the analysis and evaluation of educational activities and for solving common problems in the teaching of Slovak language and literature. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so, and to creatively use the appropriate and adequate methods of the discipline. The student will be able to communicate the theoretical knowledge and practical skills acquired to the wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate by solving specific assignments as well as by compiling his/her own analytical-interpretive term paper. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of author's ethics, the ability to plan and be actively responsible for one's own education, to develop and strengthen a sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského v Bratislave. 144 s. ISBN 978-80-223-4041-0.

Recommended readings:

HOCHEL, I. – ČÚZY, L. – KÁKOŠOVÁ, Z. 2007. Slovenská literatúra po roku 1989. Bratislava: Literárne informačné centrum. 161 s. ISBN 978-80-89222-34-6. (selected chapters)
PASSIA, R. – TARANENKOVÁ, I. (Eds.). 2014. Hľadanie súčasnosti. Bratislava: Literárne informačné centrum. 219 s. ISBN 978-80-8119-085-8. (selected sections)
ŠRANK, J. 2017. Kontexty konceptualizmu (paragrafománia). In: Vlna, roč. 19, č. 70, s. 54 – 59.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 11

A	ABS	B	C	D	E	FX
45,45	0,0	45,45	0,0	0,0	0,0	9,09

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde016/22	Social determination 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:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
• Intermediate work: preparation of a seminar paper - 45 points,
• assessment of knowledge and selected competences - 55 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 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:
Students will gain knowledge and understanding of the educational process and its determinants in a social context with emphasis on current trends and perspectives in the field of education. Students will deepen their knowledge of education, the educational process in its diversity with a focus on the determinants of education in a broader social context. On a theoretical-practical level, through analysis and discussion, students will become familiar with the specific factors determining the educational process. On the basis of the complexity of the knowledge of the determinants of educational action, they will understand the specificity and diversity of the mission of education in the formation of personality.
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:
Education and the educational process. Theoretical bases and determinants of education.
The relationship between education and society. Conception and bases of education, genesis of education.
Education and personality of the child, categorization of factors of personality formation, social determination of personality development and education.
Educational environment, its typology and importance for a person. Social environment as a determinant of the child's personality.
Rights of the child. Convention on the Rights of the Child. Legal education, its importance and application in practice.
The environment of family upbringing and its importance in terms of the formation of the child's personality. Typology and functions of the family. Conditions and importance of the educational influence of the family on the formation of personality. Educational styles in the family. Negative tendencies in family upbringing.
Social conditions of the school environment. Relationship between school and society, negative phenomena in the school environment and their prevention.
Teacher's personality and its influence on the educational process. The climate of the school environment and interpersonal relationships between teachers and pupils.
The significance and specifics of the influence of peer groups on personality formation.
Education in a multicultural environment and social diversity.
Information society and mass media as a determinant of child upbringing in terms of current tendencies.

The educational impact of the out-of-school learning environment.

Recommended literature:

Reference sources:

Required reading:

DANEK, J. (2008). Výchova v pedagogickom výskume a praxi. Trnava: UCM, 2008. 729 s. ISBN 978-80-8105-007-7

KRAUS, B., POLÁČKOVÁ, V. (2001). Člověk-prostředí-výchova. Praha: Portál, 2001. 199 s. ISBN 80-7315-0042.

Recommended reading:

DERKOVÁ, J. 2018. Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144 s. ISBN 978-80-82000347

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

KOSOVá, B. 2015. Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

MANNIOVÁ, J. 2008. Učiteľ v procese výchovy a vzťahov. Bratislava: Axima, 2008. ISBN 98-969178-5-3.

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
72,88	0,0	22,03	3,39	0,0	0,0	1,69

Lecturers: PaedDr. Lujza Koldeová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde016/22	Social determination 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:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
• Intermediate work: preparation of a seminar paper - 45 points,
• assessment of knowledge and selected competences - 55 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 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:
Students will gain knowledge and understanding of the educational process and its determinants in a social context with emphasis on current trends and perspectives in the field of education. Students will deepen their knowledge of education, the educational process in its diversity with a focus on the determinants of education in a broader social context. On a theoretical-practical level, through analysis and discussion, students will become familiar with the specific factors determining the educational process. On the basis of the complexity of the knowledge of the determinants of educational action, they will understand the specificity and diversity of the mission of education in the formation of personality.
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:
Education and the educational process. Theoretical bases and determinants of education.
The relationship between education and society. Conception and bases of education, genesis of education.
Education and personality of the child, categorization of factors of personality formation, social determination of personality development and education.
Educational environment, its typology and importance for a person. Social environment as a determinant of the child's personality.
Rights of the child. Convention on the Rights of the Child. Legal education, its importance and application in practice.
The environment of family upbringing and its importance in terms of the formation of the child's personality. Typology and functions of the family. Conditions and importance of the educational influence of the family on the formation of personality. Educational styles in the family. Negative tendencies in family upbringing.
Social conditions of the school environment. Relationship between school and society, negative phenomena in the school environment and their prevention.
Teacher's personality and its influence on the educational process. The climate of the school environment and interpersonal relationships between teachers and pupils.
The significance and specifics of the influence of peer groups on personality formation.
Education in a multicultural environment and social diversity.
Information society and mass media as a determinant of child upbringing in terms of current tendencies.

The educational impact of the out-of-school learning environment.

Recommended literature:

Reference sources:

Required reading:

DANEK, J. (2008). Výchova v pedagogickom výskume a praxi. Trnava: UCM, 2008. 729 s. ISBN 978-80-8105-007-7

KRAUS, B., POLÁČKOVÁ, V. (2001). Člověk-prostředí-výchova. Praha: Portál, 2001. 199 s. ISBN 80-7315-0042.

Recommended reading:

DERKOVÁ, J. 2018. Rodina ako výchovné prostredie. Bratislava: Iris, 2018. 144 s. ISBN 978-80-82000347

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

KOSOVá, B. 2015. Filozofické a globálne súvislosti edukácie. Banská Bystrica: Belianum. 174 s. ISBN 978-80-557-1021-1

MANNIOVÁ, J. 2008. Učiteľ v procese výchovy a vzťahov. Bratislava: Axima, 2008. ISBN 98-969178-5-3.

POTOČÁROVÁ, M., DERKOVÁ, J., FERKOVÁ, Š., KOLDEOVÁ, L. (2021). Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4

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

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 59

A	ABS	B	C	D	E	FX
72,88	0,0	22,03	3,39	0,0	0,0	1,69

Lecturers: PaedDr. Lujza Koldeová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde015/22	Social pedagogy for teachers

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

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites:

Course requirements:
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 number of 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 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:
The aim of the Social Pedagogy for Teachers course is to provide basic information about social pedagogy as a scientific discipline and the importance of different types of social and educational environment for human beings. After successful completion of the course, the student will know the basic conceptual apparatus of social pedagogy. The student understands the place of social pedagogy in the system of educational sciences. He/she categorizes the typology of the environment and can explain the effects of a stimulus-unfriendly environment on a child. Can identify the socio-cultural context of child/pupil development. Describes and interprets the specifics of raising a child in a foster family and institutional setting. Understands the socio-pedagogical aspects of the school as an educational institution.
The student is able to assess the social environment of an individual and identify risk factors in it and choose appropriate methods of prevention and intervention in cooperation with other pedagogical and professional staff.
Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
Basic conceptual apparatus of social pedagogy. Social pedagogy as a scientific discipline (origin and development). The subject of social pedagogy. Relationship of social pedagogy to other sciences and scientific disciplines.
Environment, its typology and importance for humans.
The family as a natural environment of upbringing. Socio-pedagogical cognition of the family environment, cognition of socio-cultural specifics of the family environment. Socio-pedagogical intervention in the family. Socially-disadvantaging environment of the family.
The environment of foster family and institutional education - a family with a child in foster care and the environment of social-legal protection of children and social curatorship institutions (Centre for Children and Family).
Environment of special educational institutions - diagnostic centre, re-education centre, medical-educational sanatorium.
The school environment from the perspective of social pedagogy. Social competences of the teacher in pedagogical situations. Teacher's cooperation with the social pedagogue as a professional school employee and with other pedagogical and professional school employees.

Recommended literature:

Reference sources:
Required reading:
BAKOŠOVÁ, Z. 2011. Sociálna pedagogika ako životná pomoc. Bratislava: Univerzita Komenského, 2011. ISBN 9788096994403.
HRONCOVÁ, J. et al. 2020. Sociálna pedagogika na Slovensku a v zahraničí – teoretické východiská a prax. BELIANUM, Vydavateľstvo UMB v Banskej Bystrici, 2020. 247 s. ISBN 978-80-557-1717-3.
Recommended reading:
BAKOŠOVÁ, Z. a kol. 2011. Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: SAV, 2011. ISBN 978-80-970675-0-2.
HATÁR, C. 2007. Základy sociálnej pedagogiky pre pomáhajúce profesie. Nitra: PdF UKF Nitra, 2007. ISBN 978-80-8094-174-1.
KRAUS, B. 2008. Základy sociální pedagogiky. Bratislava: Portál, 2008. ISBN 8073673833.
KURUC, M., TOMÁNEK, P. 2017. Korene nepokoje. Brno: Tribune EU, s.r.o. 2017. ISBN 978-80-263-1163-8.
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.
ZEMANČÍKOVÁ, V. 2021. Dieťa z odlišného socio-kultúrneho prostredia v predškolskej edukácii z aspektu sociálnej pedagogiky. In: Pedagogika.sk. 12(3), 177-183.

Languages necessary to complete the course:
slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
66,67	0,0	5,56	5,56	11,11	8,33	2,78

Lecturers: Mgr. Vladimíra Zemančíková, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde015/22	Social pedagogy for teachers

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

Number of credits: 3

Recommended semester: 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. 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 number of 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 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:
The aim of the Social Pedagogy for Teachers course is to provide basic information about social pedagogy as a scientific discipline and the importance of different types of social and educational environment for human beings. After successful completion of the course, the student will know the basic conceptual apparatus of social pedagogy. The student understands the place of social pedagogy in the system of educational sciences. He/she categorizes the typology of the environment and can explain the effects of a stimulus-unfriendly environment on a child. Can identify the socio-cultural context of child/pupil development. Describes and interprets the specifics of raising a child in a foster family and institutional setting. Understands the socio-pedagogical aspects of the school as an educational institution.
The student is able to assess the social environment of an individual and identify risk factors in it and choose appropriate methods of prevention and intervention in cooperation with other pedagogical and professional staff.
Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
Basic conceptual apparatus of social pedagogy. Social pedagogy as a scientific discipline (origin and development). The subject of social pedagogy. Relationship of social pedagogy to other sciences and scientific disciplines.
Environment, its typology and importance for humans.
The family as a natural environment of upbringing. Socio-pedagogical cognition of the family environment, cognition of socio-cultural specifics of the family environment. Socio-pedagogical intervention in the family. Socially-disadvantaging environment of the family.
The environment of foster family and institutional education - a family with a child in foster care and the environment of social-legal protection of children and social curatorship institutions (Centre for Children and Family).
Environment of special educational institutions - diagnostic centre, re-education centre, medical-educational sanatorium.
The school environment from the perspective of social pedagogy. Social competences of the teacher in pedagogical situations. Teacher's cooperation with the social pedagogue as a professional school employee and with other pedagogical and professional school employees.

Recommended literature:

Reference sources:
Required reading:
BAKOŠOVÁ, Z. 2011. Sociálna pedagogika ako životná pomoc. Bratislava: Univerzita Komenského, 2011. ISBN 9788096994403.
HRONCOVÁ, J. et al. 2020. Sociálna pedagogika na Slovensku a v zahraničí – teoretické východiská a prax. BELIANUM, Vydavateľstvo UMB v Banskej Bystrici, 2020. 247 s. ISBN 978-80-557-1717-3.
Recommended reading:
BAKOŠOVÁ, Z. a kol. 2011. Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: SAV, 2011. ISBN 978-80-970675-0-2.
HATÁR, C. 2007. Základy sociálnej pedagogiky pre pomáhajúce profesie. Nitra: PdF UKF Nitra, 2007. ISBN 978-80-8094-174-1.
KRAUS, B. 2008. Základy sociální pedagogiky. Bratislava: Portál, 2008. ISBN 8073673833.
KURUC, M., TOMÁNEK, P. 2017. Korene nepokoje. Brno: Tribune EU, s.r.o. 2017. ISBN 978-80-263-1163-8.
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.
ZEMANČÍKOVÁ, V. 2021. Dieťa z odlišného socio-kultúrneho prostredia v predškolskej edukácii z aspektu sociálnej pedagogiky. In: Pedagogika.sk. 12(3), 177-183.

Languages necessary to complete the course:
slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 36

A	ABS	B	C	D	E	FX
66,67	0,0	5,56	5,56	11,11	8,33	2,78

Lecturers: Mgr. Vladimíra Zemančíková, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde019/22	Social psychology for teachers

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

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
Prerequisites: B-VUZde003 Psychology for teachers 1
Prerequisites for successful completion of the course:
100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points.
Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in.
Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics.
A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.
A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.
A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.
By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.
The student after completing the course:
- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management.

Class syllabus:
Brief outline of the course:
1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

Recommended literature:

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268
GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.
KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793
LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.
MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736
PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Notes: students of the psychology teacher education programme (combined) do not enrol in the course

Past grade distribution

Total number of evaluated students: 351

A	ABS	B	C	D	E	FX
58,4	0,0	19,94	9,12	4,56	4,84	3,13

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde019/22	Social psychology for teachers

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

Number of credits: 3

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
Prerequisites: B-VUZde003 Psychology for teachers 1
Prerequisites for successful completion of the course:
100% of the interim assessment. For successful completion of the course it is necessary to obtain at least 60% of the points.
Seminar paper (40% of points) - students work in class with pre-prepared record sheets that contain assignments reflecting on a textbook text or a text of research studies focused on the role of the teacher in an interpersonal context. After completing the worksheets, they discuss the authors' responses in small groups with classmates. Students are evaluated at the end of the seminar for the worksheets they have developed and turned in.
Test (60% of points) - the test reflects the knowledge acquired from the teacher's brief explanation, which will always take place before working with the record sheets. The test consists of open questions or also questions (A/B/C).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For an A grade, students need to continuously submit outstanding performance throughout the semester. Record sheets indicate a high ability of students to reflect on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a high level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge demonstrated in the student's test demonstrates their excellent mastery of theoretical introductions to seminars across a variety of social psychology topics.
A grade of B means that students performed very well continuously throughout the semester. The record sheets reflect well on social psychology knowledge in dealing with interpersonal situations in the classroom. They also reflect at a very good level on their own attitudes, strengths and weaknesses of their own persona in a hypothetical school group interaction. The knowledge

demonstrated in the student's test shows a very good mastery of the theoretical introductions to seminars in the vast majority of social psychology topics.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but there are also shortcomings in the ability to apply this knowledge. The knowledge demonstrated in the student's test shows a good grasp of the theoretical introductions with few errors.
A grade of D indicates that students underperformed during the semester. The record sheets show little motivation to think critically about different social situations and are filled in as if "just out of obligation". One's own attitudes, strengths and weaknesses of one's own persona in a hypothetical school group interaction are only minimally reflected upon. The knowledge demonstrated in the students' test shows a sufficient mastery of the theoretical introductions to the seminars.
A grade of E indicates that students performed minimally during the semester. The record sheets do not show an ability to think critically about various social situations and are filled out only sternly, which limits the student's ability to engage in quality group discussion. The student's own attitudes, strengths and weaknesses are not reflected in the hypothetical school group interaction. The knowledge demonstrated in the test is minimal.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The goal of the Social Psychology for Teachers course is to (1) introduce students to the issues of social dynamics and social group interaction, specifically in the school classroom; (2) help students identify social psychological phenomena and mechanisms in concrete examples from the school setting.
By critically reflecting on interpersonal situations from the school environment, the student deepens and actively thinks about (a) solutions to these situations and (b) the application of social psychology knowledge in practice. The student may also reflect on how he or she would address the social needs of students, using communication or intervention practices in the school classroom to achieve desired student behavior. The primary goal of the course is to supplement the student's ability to plan and design instruction with an awareness of the social aspects of the classroom, but also to deepen the student's self-awareness of his/her own functioning (strengths/weaknesses) in interpersonal model situations.
The student after completing the course:
- Knows the process of social group formation and its dynamics.
- Can explain the relationship between group phenomena and pupil behaviour in the classroom.
- Can apply the knowledge of social psychology to the process of school classroom management.

Class syllabus:
Brief outline of the course:
1. The pupil in the interaction of social environment and education.
2. Social cognition, the process of forming an impression.
3. Social groups, classification of social groups, group development. group dynamics
4. Social role and social status, role identification and role conflict.
5. Process and types of communication. Teacher-pupil communication.
6. Social behaviour in the school classroom. Social interaction in informal groups.
7. Group norms. Leadership and power.

8. Social impact.
9. Aggressiveness, assertiveness, altruism.
10. Social attitudes.
11. Conflicts and possibilities of their resolution.
12. The use of social psychology knowledge in education and training.

Recommended literature:

Compulsory reading:

CANGELOSI, J. S. (2006). Strategie řízení třídy. Praha: Portál, 296 s. ISBN 80-7367-118-2

Recommended reading:

FONTANA, D. (2003). Psychologie ve školní praxi. Praha: Portál, 383 s. ISBN 8071786268
GAVORA, P. (2001). Výskum životného príbehu: učiteľka Adamová. Pedagogika, 51(3), 352-368.
KOLLÁRIK, T. (2004). Sociálna psychológia. Bratislava: Univerzita Komenského, 548 s. ISBN 9788022324793
LEMEŠOVÁ, M. (2012). Socializačné aspekty kultúry školy: o pravidlách, hraniciach a problémoch v školskom prostredí. In Lukšík, I. (Eds.). Kultúra škôl a výchovných zariadení. Univerzita Komenského, s. 146-168.
MASARYK, R. (2013). Medzi človekom a ľuďmi: Úvod do sociálnej psychológie. Bratislava: Iris, 202 s. ISBN 9788089238736
PETRÍK, J., & POPPER, M. (2020). Contact Based School Intervention Program: Enhancing Cooperation Intention and Reducing Prejudice toward Roma. Studia Psychologica, 62(3), 232-245.

Languages necessary to complete the course:

Slovak, Czech and English

Notes:

Notes: students of the psychology teacher education programme (combined) do not enrol in the course

Past grade distribution

Total number of evaluated students: 351

A	ABS	B	C	D	E	FX
58,4	0,0	19,94	9,12	4,56	4,84	3,13

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde021/22	Socio-educational training for teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
100% of continuous assessment
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
The grade D means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with external help looking for original and creative solutions to the tasks, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although he/she actively expresses his/her own opinion.
Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.
The student after completing the course:
- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most general errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

Class syllabus:
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the external world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.)..
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

Recommended literature:
KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804
KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411
KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5

KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L. (2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s. ISBN978-80-223-3655-0

Languages necessary to complete the course:
slovak and czech

Notes:
Students of the study programme Psychology Teaching (combined) do not enrol in the course, the teaching is carried out in a block form.

Past grade distribution
Total number of evaluated students: 131

A	ABS	B	C	D	E	FX
93,89	0,0	1,53	0,0	0,0	0,0	4,58

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-VUZde021/22	Socio-educational training for teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4., 6.

Educational level: I.

Prerequisites: PdF.KPg/B-VUZde003/22 - Psychology for teachers 1

Course requirements:
100% of continuous assessment
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out in an individual or group form in the pre-, during and post-training phase. Before the training, the mid-term evaluation consists of three tasks (reflective essay on expectations related to the self-discovery training = 10%; work with tests and questionnaires = 10%; individual preparation for the role-play = 10%), which are further worked on during the training. In the course of the training, activities and exercises are carried out to facilitate, in particular, a wide range of social-psychological competences: the development of intrapersonal (20%), interpersonal (20%) and social-inclusive competences (20%) of the students (dating activities, role-playing games, cooperative games, trust games, etc.). After the training, the continuous evaluation consists of structured feedback on the events in the training group (10%).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
For an A grade, the student is actively involved in individual activities and shows interest and effort to develop his/her competencies, seeks original and creative solutions to the tasks set, reflects on the emerging changes that training brings, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
B grade means that the student is actively involved in individual activities and shows interest and effort to develop his/her competences, to a lesser extent looks for original and creative solutions to the tasks set, reflects the emerging changes that the training brings, but needs more time and space for their verbalization, manifests himself/herself as a full member of the training group and actively expresses his/her own opinion.

A C grade is awarded if the student is usually actively involved in individual activities, shows interest and effort to develop his/her competences, but only in some topics and areas, makes little use of his/her personality in finding original and creative solutions to the tasks set, reflects to some extent the emerging changes brought by the training, shows himself/herself as a full member of the training group and actively expresses his/her own opinion.
The grade D means that the student is involved to a limited extent in individual activities and shows only sporadic interest and effort to develop his/her competencies, often with external help looking for original and creative solutions to the tasks, cannot adequately reflect the emerging changes that the training brings, is more passive and more like a marginal member of the training group, although he/she actively expresses his/her own opinion.
Grade E is awarded to a student who behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competencies, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes that the training brings, cannot find his/her place in the training group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx is given on an exceptional basis, most often due to non-attendance and failure to complete assigned midterm assignments, non-cooperation, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
The aim of the Social Psychological Training for Teachers course is to motivate and develop self-knowledge and self-reflection in teacher education students of different study programmes.
The student after completing the course:
- is aware of the importance of self-knowledge, reflection and personal development in teaching practice,
- can define their strengths and weaknesses as well as challenges and pitfalls in their own self-development,
- can name and identify the most general errors in social perception and apply them to teaching practice,
- identifies with the teacher's role, profession and its specifics,
- Through experiential activities, gain experience of active social and experiential learning.

Class syllabus:
The course is implemented through experiential activities and exercises aimed mainly at:
1. The sphere of the external world in the process of self-discovery (the individual's membership in various social groups, the teacher's role in the school classroom and the teacher's team).
2. The area of the inner world in the process of self-knowledge (experiencing, thinking, decision-making, the ways in which our emotions or our body affect us, what hidden beliefs influence our thinking, etc.).
3. The area of the transition zone of self-knowledge (behaviour, communication, etc.)..
4. Increasing sensitivity to one's own experience and to the experience and emotions of others.
5. Building a positive self-image in the context of pro-teacher identification.

Recommended literature:
KOMÁRKOVÁ, R. (2001). Aplikovaná sociální psychologie III. Sociálněpsychologický výcvik. Praha: Grada, 224 s. ISBN 8024701804
KOLAŘÍK, M. (2011). Interakční psychologický výcvik. Praha: Grada, 160 s. ISBN 9788024729411
KOLAŘÍK, M. (2013). Interakční psychologický výcvik pro praxi. Praha: Grada, 128 s. ISBN 978-80-247-8602-5

KUNEŠ, D. (2009). Sebepoznání. Praha: Portál, 152 s. ISBN 978-80-7367-541-7
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ L. (2017). Psychológia zážitkom. Metodická príručka. Bratislava: Univerzita Komenského, 497 s. ISBN978-80-223-3655-0

Languages necessary to complete the course:
slovak and czech

Notes:
Students of the study programme Psychology Teaching (combined) do not enrol in the course, the teaching is carried out in a block form.

Past grade distribution
Total number of evaluated students: 131

A	ABS	B	C	D	E	FX
93,89	0,0	1,53	0,0	0,0	0,0	4,58

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde026/22	Socio-pathological phenomena in schools prevention and intervention

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 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 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 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 course is to provide basic knowledge on the issue of socio-pathological phenomena in school. The course pays special attention to the issues of clarification of terminology in the field of social pathology. Students will be able to identify the internal and external causes of social pathological phenomena, describe and distinguish the manifestations of individual phenomena, indicate and propose specific forms of their prevention in school practice. Students will also acquire the prerequisites to be able to use the acquired knowledge in solving specific problem situations.
Transferable competencies: students and learners will develop communication skills using professional terminology in the field of social pathology. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively in problem-based tasks.

Class syllabus:
Brief outline of the course:
1. Basic terminology (social pathology, normality, delinquency, deviance, prevention, intervention, etc.).
2. Causes of the emergence of socio-pathological phenomena.
3. Characteristics of selected socio-pathological phenomena.
4. Specifics of socio-pathological phenomena in the school environment.
5. Violence in schools, bullying and cyberbullying.
7. 4. Truancy of pupils.
8. Pupils using alcohol and drugs.
9. Lying, running, wandering, stealing.
10. Children at risk in the environment (CAN syndrome).
11. Self-harm and suicidal actions in children.
12. Prejudice, xenophobia and racism.
13. Prevention programmes and activities in schools.
14. 13. Intervention strategies in the occurrence of socio-pathological phenomena in school.

Recommended literature:
Reference sources:
Required reading:
HRONCOVÁ, J. 2004. Sociálna patológia. Banská Bystrica: Pedagogická fakulta UMB, 2004.ISBN 80-8055-926-0.
ONDREJKOVIČ, P. 2009. Sociálna patológia. Bratislava: SAV, 2009. ISBN 978-80-224-1074-8
Recommended reading:
ČERNÁ, A. 2013. Kyberšikana. Praha: Grada Publishing, a.s., 2013. ISBN 978-80-247-4577-0.

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.
FERKOVÁ, Š. 2015. Prevencia a intervencia sebapoškodzujúceho správania sa detí a dospievajúcich. In MMK 2015 [elektronický zdroj]. - Hradec Králové : Magnanimitas, 2015. - ISBN 978-80-87952-12-2. - S. 1150-1158
FISCHER, S., ŠKODA, J. 2009. Sociální patologie. Analýza příčin a možnosti ovlivňovaní závažných sociálně patologických jevů. Praha : Grada Publishing, a.s. ISBN 978-80-247-7813
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 pdf.truni.sk/download?eskripta/hupkova-libercanova-drogove-zavislosti.pdf
KOLÁŘ, M. 2005. Bolest šikanování. Praha : Portál, 2005. ISBN 978-80-7367-014-6
KOUTEK, J., KOCOURKOVÁ., J. 2003. Sebevražedné chování. Praha : Portál, 2003. ISBN 978-80-7367-349-9
KUNÁK, S. 2007. Vybrané možnosti primárnej prevencie negatívnych vplyvov na deti a mládež. Bratislava: Iris, 2007. ISBN 8089256105.
KYRIACOU, CH. 2005. Řešení výchovných problémů ve škole. Praha : Portál, 2005. ISBN 80-7178-945-3
MATOUŠEK, O., KROFTOVÁ, A. 2003. Mládež a delikvence. Praha : Portál, 2003. ISBN 80-7178-771-X
Smernica č. 36/2018 k prevencii a riešeniu šikanovania detí a žiakov v školách a školských zariadeniach. Dostupné na: https://www.minedu.sk/data/att/16073.pdf

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
44,05	0,0	34,52	10,71	4,76	1,19	4,76

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde026/22	Socio-pathological phenomena in schools prevention and intervention

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 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 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 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 course is to provide basic knowledge on the issue of socio-pathological phenomena in school. The course pays special attention to the issues of clarification of terminology in the field of social pathology. Students will be able to identify the internal and external causes of social pathological phenomena, describe and distinguish the manifestations of individual phenomena, indicate and propose specific forms of their prevention in school practice. Students will also acquire the prerequisites to be able to use the acquired knowledge in solving specific problem situations.
Transferable competencies: students and learners will develop communication skills using professional terminology in the field of social pathology. They will improve their skills in working with professional literature and producing professional texts. Students will be able to apply knowledge creatively in problem-based tasks.

Class syllabus:
Brief outline of the course:
1. Basic terminology (social pathology, normality, delinquency, deviance, prevention, intervention, etc.).
2. Causes of the emergence of socio-pathological phenomena.
3. Characteristics of selected socio-pathological phenomena.
4. Specifics of socio-pathological phenomena in the school environment.
5. Violence in schools, bullying and cyberbullying.
7. 4. Truancy of pupils.
8. Pupils using alcohol and drugs.
9. Lying, running, wandering, stealing.
10. Children at risk in the environment (CAN syndrome).
11. Self-harm and suicidal actions in children.
12. Prejudice, xenophobia and racism.
13. Prevention programmes and activities in schools.
14. 13. Intervention strategies in the occurrence of socio-pathological phenomena in school.

Recommended literature:
Reference sources:
Required reading:
HRONCOVÁ, J. 2004. Sociálna patológia. Banská Bystrica: Pedagogická fakulta UMB, 2004.ISBN 80-8055-926-0.
ONDREJKOVIČ, P. 2009. Sociálna patológia. Bratislava: SAV, 2009. ISBN 978-80-224-1074-8
Recommended reading:
ČERNÁ, A. 2013. Kyberšikana. Praha: Grada Publishing, a.s., 2013. ISBN 978-80-247-4577-0.

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.
FERKOVÁ, Š. 2015. Prevencia a intervencia sebapoškodzujúceho správania sa detí a dospievajúcich. In MMK 2015 [elektronický zdroj]. - Hradec Králové : Magnanimitas, 2015. - ISBN 978-80-87952-12-2. - S. 1150-1158
FISCHER, S., ŠKODA, J. 2009. Sociální patologie. Analýza příčin a možnosti ovlivňovaní závažných sociálně patologických jevů. Praha : Grada Publishing, a.s. ISBN 978-80-247-7813
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 pdf.truni.sk/download?eskripta/hupkova-libercanova-drogove-zavislosti.pdf
KOLÁŘ, M. 2005. Bolest šikanování. Praha : Portál, 2005. ISBN 978-80-7367-014-6
KOUTEK, J., KOCOURKOVÁ., J. 2003. Sebevražedné chování. Praha : Portál, 2003. ISBN 978-80-7367-349-9
KUNÁK, S. 2007. Vybrané možnosti primárnej prevencie negatívnych vplyvov na deti a mládež. Bratislava: Iris, 2007. ISBN 8089256105.
KYRIACOU, CH. 2005. Řešení výchovných problémů ve škole. Praha : Portál, 2005. ISBN 80-7178-945-3
MATOUŠEK, O., KROFTOVÁ, A. 2003. Mládež a delikvence. Praha : Portál, 2003. ISBN 80-7178-771-X
Smernica č. 36/2018 k prevencii a riešeniu šikanovania detí a žiakov v školách a školských zariadeniach. Dostupné na: https://www.minedu.sk/data/att/16073.pdf

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 84

A	ABS	B	C	D	E	FX
44,05	0,0	34,52	10,71	4,76	1,19	4,76

Lecturers: Mgr. Štefánia Ferková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde012/22	Stylistics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
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: 3 hours per week lecture and seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 20 hours of continuous preparation for individual topics and for the mid-term test; 10 hours of preparation for practical stylistic analysis of the text, 57 hours of preparation for the final test, including analysis of the literature. In total 120 hours of student work.
Teaching methods: explanation, demonstration of practical examples, practical exercises, problem solving, guided self-study, e-learning

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated in the form of a midterm test after topic 5 (30 points), a practical stylistic analysis of the text at the end of the midterm, which will focus on the application of the acquired knowledge and the identification of different types of styles (20 points), and in the exam period in the form of a final test (50 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (intermediate test: less than 18 points, practical stylistic analysis of the text: less than 12 points, final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of stylistics in the required range, logically arranges the presented facts, can apply and adapt the acquired knowledge of stylistics in practice, has the ability to independently solve

individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellent developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of stylistics to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of stylistics very well in practice, has the ability to solve individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of stylistics to the required extent, organises the facts presented appropriately, can reliably apply and adapt the stylistic knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of stylistics in the required range, shows some deficiencies in the arrangement of facts, the acquired can satisfactorily apply knowledge of stylistics in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of stylistics in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of stylistics in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of stylistics to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of stylistics in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

Students master the basic stylistic concepts and categories, have acquired knowledge of the stylistic value of linguistic devices, stylistic norms and model text structures. They are able to use the acquired knowledge practically not only in the analysis and critical evaluation of written and oral speeches, but also in their transformation and in the creation of their own linguistic expressions. They are able to explain and concretise theoretical knowledge of stylistic phenomena using practical examples and are able to perceive and evaluate them not only in terms of the current state of scientific knowledge, but also in terms of school practice. They are prepared to creatively and independently solve problem tasks and assignments also in a broader linguistic context, to independently search for necessary information in relevant sources, to critically evaluate them and to use them appropriately in communicating knowledge, conclusions and in justifying them to the lay and professional public. They have developed their analytical skills, communication skills and critical thinking skills. They are prepared not only to deepen and develop the acquired knowledge in the course of further studies, but also in the school environment in the position of a teaching assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, in the position of a teacher of Slovak language and literature in secondary education.

Class syllabus:

1. The subject of stylistics, methods of stylistic research, classification and characteristics of styles.
2. Lexical stylistic devices, their stylistic classification and functional characteristics.
3. Phonological stylistic devices. Stylistic value of vowels and intonation devices, pronunciation styles.
4. Morphological stylistic devices and their functional characteristics.
5. Syntactic stylistic devices and their functional characteristics.

6. Compositional stylistic devices - supra-sentential contextual units for text segmentation and gradation, text binding devices.
7. Extra-linguistic (non-verbal) stylistic devices. Kinetic means.
8. Model structures of text organization. Text as a basic stylistic concept, potential text, actual text.
9. Content model structures. Stylistic progression and stylistic structure.
10. Formal model structures. Style, style-forming factors, style layer and style norm.
11. Genre model structures.
The curriculum of the course covers a complex of knowledge in stylistics, which builds on students' general secondary education and systematically develops and deepens their knowledge into a comprehensive and applicable form. The course will enable students to acquire knowledge of stylistics as a linguistic discipline, its subject matter and research methods. Students will acquire basic stylistic concepts and categories, knowledge of the stylistic value of linguistic devices, stylistic norms and content, formal and genre model structures of the text. They will be able to apply the acquired knowledge of style differentiation, classification of styles and functional characteristics of linguistic, compositional and extra-linguistic devices in the analysis and evaluation of diverse types of linguistic expressions in terms of functional and creative use of lexical, phonic, morphological and syntactic linguistic styles, compositional and extra-linguistic styles, being able to perceive and respect the specificities of individual model structures, not only in analytical activities, but also in the transformation of the text on the basis of changes in some components of the communicative situation, as well as in the actual creation of diverse linguistic expressions.

Recommended literature:
Compulsory readings:
FINDRA, J. 2013. Štylistika súčasnej slovenčiny. Martin: Vydavateľstvo Osveta. 320 s. ISBN 9788080634049.
Recommended readings:
HORVÁTHOVÁ, Ľ. 2017. Jazyk Slniečka. In Časopisecký fenomén Slniečko v kontexte slovenskej detskej a národnej kultúry, Ondrej Sliacky a kol., s. 193 – 220. Bratislava: Univerzita Komenského v Bratislave. ISBN 9878022344838.
HORVÁTHOVÁ, Ľ. 2020. Odraz jazyka a sveta detského čitateľa v jazyku a svete detského časopisu. Matičné Slniečko (1927 – 1950). In Philologia, roč. XXX, č. 1, s. 15 – 32. ISSN 1339-2026.
KAČALA, J. 2014. Jazyk majstrov. Bratislava: Spolok slovenských spisovateľov. 172 s. ISBN 978-80-89727-12-4. (selected chapters)
MISTRÍK, J. 1997. Štylistika. 3., upr. vyd. Bratislava: SPN. 598 s. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 291

A	ABS	B	C	D	E	FX
20,62	0,0	20,62	18,21	13,75	20,27	6,53

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde012/22	Stylistics

Educational activities:
Type of activities: lecture + seminar
Number of hours:
per week: 3 **per level/semester:** 39
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: 3 hours per week lecture and seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 20 hours of continuous preparation for individual topics and for the mid-term test; 10 hours of preparation for practical stylistic analysis of the text, 57 hours of preparation for the final test, including analysis of the literature. In total 120 hours of student work.
Teaching methods: explanation, demonstration of practical examples, practical exercises, problem solving, guided self-study, e-learning

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated in the form of a midterm test after topic 5 (30 points), a practical stylistic analysis of the text at the end of the midterm, which will focus on the application of the acquired knowledge and the identification of different types of styles (20 points), and in the exam period in the form of a final test (50 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (intermediate test: less than 18 points, practical stylistic analysis of the text: less than 12 points, final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of stylistics in the required range, logically arranges the presented facts, can apply and adapt the acquired knowledge of stylistics in practice, has the ability to independently solve

individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellent developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of stylistics to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of stylistics very well in practice, has the ability to solve individual tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of stylistics to the required extent, organises the facts presented appropriately, can reliably apply and adapt the stylistic knowledge acquired in practice, solves individual tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of stylistics in the required range, shows some deficiencies in the arrangement of facts, the acquired can satisfactorily apply knowledge of stylistics in practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of stylistics in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of stylistics in practice, solves individual tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of stylistics to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of stylistics in practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:

Students master the basic stylistic concepts and categories, have acquired knowledge of the stylistic value of linguistic devices, stylistic norms and model text structures. They are able to use the acquired knowledge practically not only in the analysis and critical evaluation of written and oral speeches, but also in their transformation and in the creation of their own linguistic expressions. They are able to explain and concretise theoretical knowledge of stylistic phenomena using practical examples and are able to perceive and evaluate them not only in terms of the current state of scientific knowledge, but also in terms of school practice. They are prepared to creatively and independently solve problem tasks and assignments also in a broader linguistic context, to independently search for necessary information in relevant sources, to critically evaluate them and to use them appropriately in communicating knowledge, conclusions and in justifying them to the lay and professional public. They have developed their analytical skills, communication skills and critical thinking skills. They are prepared not only to deepen and develop the acquired knowledge in the course of further studies, but also in the school environment in the position of a teaching assistant, in the publishing environment in the position of a proofreader and, after the completion of the master's degree, in the position of a teacher of Slovak language and literature in secondary education.

Class syllabus:

1. The subject of stylistics, methods of stylistic research, classification and characteristics of styles.
2. Lexical stylistic devices, their stylistic classification and functional characteristics.
3. Phonological stylistic devices. Stylistic value of vowels and intonation devices, pronunciation styles.
4. Morphological stylistic devices and their functional characteristics.
5. Syntactic stylistic devices and their functional characteristics.

6. Compositional stylistic devices - supra-sentential contextual units for text segmentation and gradation, text binding devices.
7. Extra-linguistic (non-verbal) stylistic devices. Kinetic means.
8. Model structures of text organization. Text as a basic stylistic concept, potential text, actual text.
9. Content model structures. Stylistic progression and stylistic structure.
10. Formal model structures. Style, style-forming factors, style layer and style norm.
11. Genre model structures.
The curriculum of the course covers a complex of knowledge in stylistics, which builds on students' general secondary education and systematically develops and deepens their knowledge into a comprehensive and applicable form. The course will enable students to acquire knowledge of stylistics as a linguistic discipline, its subject matter and research methods. Students will acquire basic stylistic concepts and categories, knowledge of the stylistic value of linguistic devices, stylistic norms and content, formal and genre model structures of the text. They will be able to apply the acquired knowledge of style differentiation, classification of styles and functional characteristics of linguistic, compositional and extra-linguistic devices in the analysis and evaluation of diverse types of linguistic expressions in terms of functional and creative use of lexical, phonic, morphological and syntactic linguistic styles, compositional and extra-linguistic styles, being able to perceive and respect the specificities of individual model structures, not only in analytical activities, but also in the transformation of the text on the basis of changes in some components of the communicative situation, as well as in the actual creation of diverse linguistic expressions.

Recommended literature:
Compulsory readings:
FINDRA, J. 2013. Štylistika súčasnej slovenčiny. Martin: Vydavateľstvo Osveta. 320 s. ISBN 9788080634049.
Recommended readings:
HORVÁTHOVÁ, Ľ. 2017. Jazyk Slniečka. In Časopisecký fenomén Slniečko v kontexte slovenskej detskej a národnej kultúry, Ondrej Sliacky a kol., s. 193 – 220. Bratislava: Univerzita Komenského v Bratislave. ISBN 9878022344838.
HORVÁTHOVÁ, Ľ. 2020. Odraz jazyka a sveta detského čitateľa v jazyku a svete detského časopisu. Matičné Slniečko (1927 – 1950). In Philologia, roč. XXX, č. 1, s. 15 – 32. ISSN 1339-2026.
KAČALA, J. 2014. Jazyk majstrov. Bratislava: Spolok slovenských spisovateľov. 172 s. ISBN 978-80-89727-12-4. (selected chapters)
MISTRÍK, J. 1997. Štylistika. 3., upr. vyd. Bratislava: SPN. 598 s. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 291

A	ABS	B	C	D	E	FX
20,62	0,0	20,62	18,21	13,75	20,27	6,53

Lecturers:

Last change: 11.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde019/22	Syntactical analysis

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of continuous preparation for individual seminars; 2 x 14 hours of continuous preparation for 2 practical syntactic analyses of text = 28 hours. Total 60 hours of student work.
Teaching methods: explanation, application of theoretical knowledge in practical analyses of individual types of constructions and sentence articles; analysis and solution of problem solving tasks; guided self-study; e-learning

Number of credits: 2

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical syntactic analyses of the text after the 5th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of syntactic phenomena (2 x 50 points = 100 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60% of the points must be obtained. Credit will not be awarded to a student who achieves less than 60% of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of syntactic analysis to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntactic analysis excellently in practice, has the ability to independently solve individual syntactic tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of syntactic analysis to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntactic analysis very well in practice, has the ability to solve individual syntactic tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of the student's speech is very good, has very well developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of syntactic analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge gained from syntactic analysis in practice, solves individual syntactic tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of syntactic analysis to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of syntactic analysis in practice, satisfactorily solves individual syntactic tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge from syntactic analysis in the required range and deficiencies in the arrangement of facts, the acquired knowledge from syntactic analysis can be minimally applied in practice, solves individual syntactic tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of syntactic analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of syntactic analysis in practice, cannot solve individual syntactic tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student is introduced to the syntactic system as a part of the grammatical system of the language, as well as to selected sub-issues of Slovak syntax, also with regard to school practice. He/she has acquired practical skills which he/she can apply in assessing and analysing syntactic phenomena of the language. The student is able to use the acquired theoretical knowledge in its concretization on practical examples, both in solving individual syntactic phenomena, as well as in practical syntactic analyses of individual types of syntactic constructions and sentence members, in complex analysis of syntactic phenomena, in independent solving of syntactic problems and in possible synthesis of new and creative solutions, while the student is able to actively acquire and communicate the necessary information and facts, and to adequately formulate and defend the relevant professional arguments. The student has developed his/her analytical skills as well as abstract and critical thinking skills, can think in context and has developed the ability to expand his/her knowledge independently. The student can creatively apply the acquired knowledge and skills in his/her further studies. He is able to look at syntactic phenomena in a broader grammatical context, but he can also use them in assessing, analysing and evaluating the syntactic aspect of linguistic expressions in the school environment in the position of a teaching assistant, or for the needs of the publishing environment when proofreading linguistic expressions. The student can also convey information about syntactic phenomena to the general public and offer conclusions and syntactic justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

Class syllabus:

1. Syntax as a linguistic discipline. Construction as a basic syntactic unit, types of constructions. Characteristic features of Slovak syntax.

2. Syntagmatics. Practical practice and analysis of the content and formal aspects of syntagms. Determination of syntactic relations and types of syntagms, as well as means and ways of expressing syntactic relations.
3. The sentence and its essence. Intention of verbal action and its influence on the grammatical and semantic structure of the sentence, verb intention types and their relation to sentence types. Distinguishing and analysing binary and monosyllabic sentences. Identification of sentences according to modality.
4. Basic sentence articles. Practical practise of the subject, adjunct and sentence stem. Distinguishing between the clause stem of a one-part sentence and the adjunct of a two-part sentence. Distinguishing between personal and impersonal verbs.
5. Developing sentence articles. Determining and analysing the types of adjective, subject and adverbial determiner. Determining the boundary between subject and adverbial determiner.
6. Semi-predicative constructions. Practicing and determining the complement, delimiting the complement from the adjective, the adverb, the subject and the adverbial determiner.
7. Analysing and practising adjunct, adjectival and adverbial semi-predicative constructions.
8. Súvetie. Jednoduché priraďovacie súvetie a jeho typy. Praktické určovanie a analýza pravých a nepravých parataktických súvetí.
9. Jednoduché podraďovacie súvetie a jeho typy. Praktické určovanie a analýza pravých a nepravých hypotaktických súvetí, hľadanie spoločných a rozdielnych znakov jednotlivých typov vedľajších viet.
10. Zložené súvetie a jeho typy. Praktické určovanie a analýza priraďovacích, podraďovacích a priraďovaco-podraďovacích zložených súvetí.
11. Syntax textu, jednotky textovej syntaxe a prostriedky viazanosti textu. Aktuálne vetné členenie, významová stavba vety. Slovosled, slovosledové činitele. Precvičovanie danej problematiky, určovanie správneho slovosledu istých prvkov syntagmy a vety podľa významového, gramatického a rytmického princípu.
On the basis of the use of the acquired theoretical knowledge of Slovak syntax, which will not only build on the knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills, which he/she will be able to apply in the assessment and analysis of syntactic phenomena of the language. The student will be able to use the acquired theoretical knowledge about the syntactic level of the language as a part of the grammatical system of written Slovak, about the specific features of Slovak syntax, about the construction as a central syntactic unit, about syntagmatic, sentence, semi-predicative and conjunctive constructions as the four basic types of syntactic constructions, as well as on the individual basic, developmental and special sentence members and on the arrangement of syntactic units in the linear sequence of the sentence and the text (i.e. I.e. about the word sequence) in their concretization on practical examples of individual syntactic phenomena, as well as in practical syntactic analyses of individual syntactic constructions and sentence members, in the complex analysis of syntactic phenomena, in the independent solution of syntactic problem solving tasks and the possible synthesis of their new and creative solutions. The student will be guided to actively acquire information in the field of Slovak syntax, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the given field, using appropriate methods of the discipline. He/she will also develop his/her communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to follow the principles of authorial ethics, to plan and be actively responsible for his/her own learning. He will also learn to view the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will also be necessary for the student in his/her further studies, where he/she will be able to apply them convincingly when looking at syntactic

linguistic phenomena from a broader linguistic aspect and further deepen and develop them. He will also be able to apply the acquired knowledge in assessing, analysing and evaluating the syntactic aspect of linguistic expressions and subsequent independent analysis of the problem in the given area at the language level in the school environment in the position of a teaching assistant, or also for the needs of the publishing environment when correcting linguistic expressions. Emphasis on raising the student's professional level and linguistic culture will be equally important in adequately conveying information about syntactic phenomena to the general public, as well as in offering relevant conclusions and syntactic justifications to lay audiences.

Recommended literature:

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. 1986. Súčasný slovenský spisovný jazyk. Syntax. 2. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 261 s.

Recommended readings:

IVANOVÁ, M. 2016. Syntax slovenského jazyka. 2., upravené a doplnené vyd. Prešov: Vydavateľstvo Prešovskej univerzity. 284 s. ISBN 978-80-555-1753-7. (selected chapters)
KAČALA, J.. 2015. Teória vetného člena. Martin: Vydavateľstvo Matice slovenskej. 172 s. ISBN 978-80-8115-212-2.
DZIVIAKOVÁ, M. 2011. Slovesné jednočlenné vety s neosobným slovesom vo fundamente. In: Philologia 21. Zborník Pedagogickej fakulty Univerzity Komenského. Bratislava: Univerzita Komenského, s. 135 – 150. ISBN 978-80-223-3011-4.
MOŠKO, G. 2006. Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka. 222 s. ISBN 80-89038-39-5. (selected chapters)
NIŽNÍKOVÁ, J. 1994. Praktická príručka slovenskej syntaxe. Prešov: Slovacontact. 79 s. ISBN 80-901417-5-7.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 328

A	ABS	B	C	D	E	FX
40,55	0,0	32,93	15,24	6,4	3,66	1,22

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde019/22	Syntactical analysis

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of continuous preparation for individual seminars; 2 x 14 hours of continuous preparation for 2 practical syntactic analyses of text = 28 hours. Total 60 hours of student work.
Teaching methods: explanation, application of theoretical knowledge in practical analyses of individual types of constructions and sentence articles; analysis and solution of problem solving tasks; guided self-study; e-learning

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical syntactic analyses of the text after the 5th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of syntactic phenomena (2 x 50 points = 100 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60% of the points must be obtained. Credit will not be awarded to a student who achieves less than 60% of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - excellent results): excellent performance: the student has excellent knowledge of syntactic analysis to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntactic analysis excellently in practice, has the ability to independently solve individual syntactic tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;

B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of syntactic analysis to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntactic analysis very well in practice, has the ability to solve individual syntactic tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of the student's speech is very good, has very well developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of syntactic analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge gained from syntactic analysis in practice, solves individual syntactic tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of syntactic analysis to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of syntactic analysis in practice, satisfactorily solves individual syntactic tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge from syntactic analysis in the required range and deficiencies in the arrangement of facts, the acquired knowledge from syntactic analysis can be minimally applied in practice, solves individual syntactic tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of syntactic analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of syntactic analysis in practice, cannot solve individual syntactic tasks and assignments, has insufficient learning skills.

Learning outcomes:

The student is introduced to the syntactic system as a part of the grammatical system of the language, as well as to selected sub-issues of Slovak syntax, also with regard to school practice. He/she has acquired practical skills which he/she can apply in assessing and analysing syntactic phenomena of the language. The student is able to use the acquired theoretical knowledge in its concretization on practical examples, both in solving individual syntactic phenomena, as well as in practical syntactic analyses of individual types of syntactic constructions and sentence members, in complex analysis of syntactic phenomena, in independent solving of syntactic problems and in possible synthesis of new and creative solutions, while the student is able to actively acquire and communicate the necessary information and facts, and to adequately formulate and defend the relevant professional arguments. The student has developed his/her analytical skills as well as abstract and critical thinking skills, can think in context and has developed the ability to expand his/her knowledge independently. The student can creatively apply the acquired knowledge and skills in his/her further studies. He is able to look at syntactic phenomena in a broader grammatical context, but he can also use them in assessing, analysing and evaluating the syntactic aspect of linguistic expressions in the school environment in the position of a teaching assistant, or for the needs of the publishing environment when proofreading linguistic expressions. The student can also convey information about syntactic phenomena to the general public and offer conclusions and syntactic justifications to lay audiences. The student has achieved a high professional level as well as a high level of linguistic culture, which is very necessary in terms of the student's future practice.

Class syllabus:

1. Syntax as a linguistic discipline. Construction as a basic syntactic unit, types of constructions. Characteristic features of Slovak syntax.

2. Syntagmatics. Practical practice and analysis of the content and formal aspects of syntagms. Determination of syntactic relations and types of syntagms, as well as means and ways of expressing syntactic relations.
3. The sentence and its essence. Intention of verbal action and its influence on the grammatical and semantic structure of the sentence, verb intention types and their relation to sentence types. Distinguishing and analysing binary and monosyllabic sentences. Identification of sentences according to modality.
4. Basic sentence articles. Practical practise of the subject, adjunct and sentence stem. Distinguishing between the clause stem of a one-part sentence and the adjunct of a two-part sentence. Distinguishing between personal and impersonal verbs.
5. Developing sentence articles. Determining and analysing the types of adjective, subject and adverbial determiner. Determining the boundary between subject and adverbial determiner.
6. Semi-predicative constructions. Practicing and determining the complement, delimiting the complement from the adjective, the adverb, the subject and the adverbial determiner.
7. Analysing and practising adjunct, adjectival and adverbial semi-predicative constructions.
8. Súvetie. Jednoduché priraďovacie súvetie a jeho typy. Praktické určovanie a analýza pravých a nepravých parataktických súvetí.
9. Jednoduché podraďovacie súvetie a jeho typy. Praktické určovanie a analýza pravých a nepravých hypotaktických súvetí, hľadanie spoločných a rozdielnych znakov jednotlivých typov vedľajších viet.
10. Zložené súvetie a jeho typy. Praktické určovanie a analýza priraďovacích, podraďovacích a priraďovaco-podraďovacích zložených súvetí.
11. Syntax textu, jednotky textovej syntaxe a prostriedky viazanosti textu. Aktuálne vetné členenie, významová stavba vety. Slovosled, slovosledové činitele. Precvičovanie danej problematiky, určovanie správneho slovosledu istých prvkov syntagmy a vety podľa významového, gramatického a rytmického princípu.
On the basis of the use of the acquired theoretical knowledge of Slovak syntax, which will not only build on the knowledge acquired in the field within the general secondary education, but will also further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills, which he/she will be able to apply in the assessment and analysis of syntactic phenomena of the language. The student will be able to use the acquired theoretical knowledge about the syntactic level of the language as a part of the grammatical system of written Slovak, about the specific features of Slovak syntax, about the construction as a central syntactic unit, about syntagmatic, sentence, semi-predicative and conjunctive constructions as the four basic types of syntactic constructions, as well as on the individual basic, developmental and special sentence members and on the arrangement of syntactic units in the linear sequence of the sentence and the text (i.e. I.e. about the word sequence) in their concretization on practical examples of individual syntactic phenomena, as well as in practical syntactic analyses of individual syntactic constructions and sentence members, in the complex analysis of syntactic phenomena, in the independent solution of syntactic problem solving tasks and the possible synthesis of their new and creative solutions. The student will be guided to actively acquire information in the field of Slovak syntax, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the given field, using appropriate methods of the discipline. He/she will also develop his/her communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to follow the principles of authorial ethics, to plan and be actively responsible for his/her own learning. He will also learn to view the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will also be necessary for the student in his/her further studies, where he/she will be able to apply them convincingly when looking at syntactic

linguistic phenomena from a broader linguistic aspect and further deepen and develop them. He will also be able to apply the acquired knowledge in assessing, analysing and evaluating the syntactic aspect of linguistic expressions and subsequent independent analysis of the problem in the given area at the language level in the school environment in the position of a teaching assistant, or also for the needs of the publishing environment when correcting linguistic expressions. Emphasis on raising the student's professional level and linguistic culture will be equally important in adequately conveying information about syntactic phenomena to the general public, as well as in offering relevant conclusions and syntactic justifications to lay audiences.

Recommended literature:

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. 1986. Súčasný slovenský spisovný jazyk. Syntax. 2. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 261 s.

Recommended readings:

IVANOVÁ, M. 2016. Syntax slovenského jazyka. 2., upravené a doplnené vyd. Prešov: Vydavateľstvo Prešovskej univerzity. 284 s. ISBN 978-80-555-1753-7. (selected chapters)
KAČALA, J.. 2015. Teória vetného člena. Martin: Vydavateľstvo Matice slovenskej. 172 s. ISBN 978-80-8115-212-2.
DZIVIAKOVÁ, M. 2011. Slovesné jednočlenné vety s neosobným slovesom vo fundamente. In: Philologia 21. Zborník Pedagogickej fakulty Univerzity Komenského. Bratislava: Univerzita Komenského, s. 135 – 150. ISBN 978-80-223-3011-4.
MOŠKO, G. 2006. Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka. 222 s. ISBN 80-89038-39-5. (selected chapters)
NIŽNÍKOVÁ, J. 1994. Praktická príručka slovenskej syntaxe. Prešov: Slovacontact. 79 s. ISBN 80-901417-5-7.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 328

A	ABS	B	C	D	E	FX
40,55	0,0	32,93	15,24	6,4	3,66	1,22

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde010/22	Syntax

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 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 16 hours of seminar paper preparation; 25 hours of mid-term test preparation; 57 hours of final test preparation, including literature study. Total 120 hours of student work.
Teaching methods: interpretation and explanation, discussion of the material covered, demonstration, guided self-study, e-learning

Number of credits: 4

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated continuously with 20 points for the seminar paper and 30 points for the continuous written test. The course is concluded with a final written test of the knowledge of the whole semester (50 points).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points out of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (seminar paper: less than 12 points; mid-term test: less than 18 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of syntax to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntax in practice, has the ability to solve individual syntactic tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of syntax to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of syntax very well in practice, has the ability to solve individual syntactic tasks and assignments independently very well, also in a broader linguistic context, the

linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of syntax to the required extent, organises the facts presented appropriately, can apply and adapt the syntax knowledge reliably in practice, solves individual syntactic tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory results in syntax in the required range, demonstrates some deficiencies in the arrangement of facts, the acquired can satisfactorily apply knowledge of syntax in practice, satisfactorily solves individual syntactic tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of syntax in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of syntax in practice, solves individual syntactic tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of syntax to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of syntax in practice, cannot solve individual syntactic tasks and assignments, has insufficient skills to learn.

Learning outcomes:
By completing the course, the student has acquired professional competence in the theoretical and practical justification of the sentence structure in the Slovak language as a system-communicative unit of the language and the use of its differentiated types in the multifaceted expressive practice. He is prepared to pass on the acquired knowledge later as a teacher of Slovak language, to evaluate the syntactic level of texts and, if necessary, to modify texts in order to meet the holistic requirements of sentence and clause structure and the broader text in Slovak.
The student masters the laws of language construction and is able to use language to develop thinking, to further acquire new knowledge and to improve interpersonal communication and to formulate his/her ideas more thoroughly and precisely and to better understand each other.
The course contributes directly to the student's ability to perceive readily the interpretations of language that follow in the subsequent years of his studies. The student is prepared not only to deepen and develop the knowledge acquired in further Bachelor's and then Master's studies, but also to be able to use and creatively apply it in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader.
The student can also communicate information about syntactic phenomena to the general public and offer conclusions and syntactic justifications to lay audiences.
Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments and professional positions. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:
1. Syntax as a linguistic discipline, its subject and the relationship of syntax to other levels of language.
2. The essence of the sentence. Actualization and predication. Grammatical and semantic core and its articulation. Construction as a basic syntactic unit. Content and form of constructions. Syntactic relation, ways and means of its realization.

3. The branch article as a basic element of the grammatical structure of a sentence. Types of sentence articles. Simple and compound sentence articles. Sentence type as a configuration of grammatical and semantic elements of a sentence. Sentence and utterance.
4. Simple and compound sentence. Sentence. Main and subordinate clauses. Types of subordinate clauses according to the sentence-final principle.
5. Subject and adverb as the basic clause members of a two-part sentence.
6. The sentence stem as a basic member of a one-part sentence. Impersonal verbs and impersonal verb forms.
7. Semi-predicative constructions. The complement and the preposition as separate sentence members.
8. Developing sentence articles. Subject, adverbial determination and adjective.
9. Content sentence structure and actual sentence structure. Verb sequence and its factors.
10. Modal sentence structure and the expressive aspect of the sentence. Positive and negative in a sentence. Sentential and article negation.
11. Syntax of the text. Units of text syntax. Means of text binding.
The content of the course will contribute directly and directly to the formation of the graduate's profile, to the development of his/her linguistic awareness, as well as to the learning outcomes and objectives through the selection of topics, their their arrangement and their internal interrelationship, as well as the way the teacher presents the issue to the students, and the way the students understand and assimilate it.
The curriculum of the course includes a spectrum of cross-cutting and specialised knowledge that builds on the student's general education and systematically develops his/her knowledge of syntactic issues into a comprehensive and applicable form, including the latest proven knowledge in the field. The course will lead the student to both active acquisition of information and effective use of cross-cutting and specialized knowledge of syntax, will consolidate and develop his/her ability to formulate arguments and defend professional positions, stimulate his/her skill to propose and implement solutions to professional syntactic problems on their basis, modifying his/her knowledge in the process, and creatively employing appropriate and adequate methods throughout the discipline. In the course, the student will consolidate and develop communicative competences, the ability to interpret syntactic facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democratic principles.

Recommended literature:

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. 1986. Súčasný slovenský spisovný jazyk. Syntax. 2. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 261 s.
KAČALA, J. 2015. Teória vetného člena. Martin: Vydavateľstvo Matice slovenskej. 172 s. ISBN 978-80-8115-212-2.

Recommended readings:

IVANOVÁ, M. 2016. Syntax slovenského jazyka. 2. vydanie. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 284 s. ISBN 978-80-555-1753-7.
KAČALA, J. 1998. Syntaktický systém jazyka. Pezinok: Formát. 144 s. ISBN 80-967911-1-7.
DZIVIAKOVÁ, M. 2018. K valencii slovesa v slovenčine s ohľadom na jej odraz v slovesných valenčných štruktúrach. In: Sloveso v kontraste (románske jazyky a slovenčina). Bratislava: Univerzita Komenského, s. 32 – 46. ISBN 978-80-223-4526-2.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 339

A	ABS	B	C	D	E	FX
33,33	0,0	28,61	16,52	11,8	5,01	4,72

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde010/22	Syntax

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 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 16 hours of seminar paper preparation; 25 hours of mid-term test preparation; 57 hours of final test preparation, including literature study. Total 120 hours of student work.
Teaching methods: interpretation and explanation, discussion of the material covered, demonstration, guided self-study, e-learning

Number of credits: 4

Recommended semester: 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated continuously with 20 points for the seminar paper and 30 points for the continuous written test. The course is concluded with a final written test of the knowledge of the whole semester (50 points).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points out of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (seminar paper: less than 12 points; mid-term test: less than 18 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding results): excellent performance: the student has excellent knowledge of syntax to the required extent, logically arranges the facts presented, can apply and adapt the acquired knowledge of syntax in practice, has the ability to solve individual syntactic tasks and assignments independently and in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of syntax to the required extent, logically organises the facts presented, can apply and adapt the acquired knowledge of syntax very well in practice, has the ability to solve individual syntactic tasks and assignments independently very well, also in a broader linguistic context, the

linguistic and stylistic level of his/her speech is very good, he/she has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of syntax to the required extent, organises the facts presented appropriately, can apply and adapt the syntax knowledge reliably in practice, solves individual syntactic tasks and assignments reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory results in syntax in the required range, demonstrates some deficiencies in the arrangement of facts, the acquired can satisfactorily apply knowledge of syntax in practice, satisfactorily solves individual syntactic tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of syntax in the required range and deficiencies in the arrangement of facts, can minimally apply the acquired knowledge of syntax in practice, solves individual syntactic tasks and assignments at a sufficient level, has minimal skills to learn;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of syntax to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of syntax in practice, cannot solve individual syntactic tasks and assignments, has insufficient skills to learn.

Learning outcomes:
By completing the course, the student has acquired professional competence in the theoretical and practical justification of the sentence structure in the Slovak language as a system-communicative unit of the language and the use of its differentiated types in the multifaceted expressive practice. He is prepared to pass on the acquired knowledge later as a teacher of Slovak language, to evaluate the syntactic level of texts and, if necessary, to modify texts in order to meet the holistic requirements of sentence and clause structure and the broader text in Slovak.
The student masters the laws of language construction and is able to use language to develop thinking, to further acquire new knowledge and to improve interpersonal communication and to formulate his/her ideas more thoroughly and precisely and to better understand each other.
The course contributes directly to the student's ability to perceive readily the interpretations of language that follow in the subsequent years of his studies. The student is prepared not only to deepen and develop the knowledge acquired in further Bachelor's and then Master's studies, but also to be able to use and creatively apply it in the school environment in the position of a teaching assistant, or even for the needs of the publishing environment in the position of a proofreader.
The student can also communicate information about syntactic phenomena to the general public and offer conclusions and syntactic justifications to lay audiences.
Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments and professional positions. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:
1. Syntax as a linguistic discipline, its subject and the relationship of syntax to other levels of language.
2. The essence of the sentence. Actualization and predication. Grammatical and semantic core and its articulation. Construction as a basic syntactic unit. Content and form of constructions. Syntactic relation, ways and means of its realization.

3. The branch article as a basic element of the grammatical structure of a sentence. Types of sentence articles. Simple and compound sentence articles. Sentence type as a configuration of grammatical and semantic elements of a sentence. Sentence and utterance.
4. Simple and compound sentence. Sentence. Main and subordinate clauses. Types of subordinate clauses according to the sentence-final principle.
5. Subject and adverb as the basic clause members of a two-part sentence.
6. The sentence stem as a basic member of a one-part sentence. Impersonal verbs and impersonal verb forms.
7. Semi-predicative constructions. The complement and the preposition as separate sentence members.
8. Developing sentence articles. Subject, adverbial determination and adjective.
9. Content sentence structure and actual sentence structure. Verb sequence and its factors.
10. Modal sentence structure and the expressive aspect of the sentence. Positive and negative in a sentence. Sentential and article negation.
11. Syntax of the text. Units of text syntax. Means of text binding.
The content of the course will contribute directly and directly to the formation of the graduate's profile, to the development of his/her linguistic awareness, as well as to the learning outcomes and objectives through the selection of topics, their their arrangement and their internal interrelationship, as well as the way the teacher presents the issue to the students, and the way the students understand and assimilate it.
The curriculum of the course includes a spectrum of cross-cutting and specialised knowledge that builds on the student's general education and systematically develops his/her knowledge of syntactic issues into a comprehensive and applicable form, including the latest proven knowledge in the field. The course will lead the student to both active acquisition of information and effective use of cross-cutting and specialized knowledge of syntax, will consolidate and develop his/her ability to formulate arguments and defend professional positions, stimulate his/her skill to propose and implement solutions to professional syntactic problems on their basis, modifying his/her knowledge in the process, and creatively employing appropriate and adequate methods throughout the discipline. In the course, the student will consolidate and develop communicative competences, the ability to interpret syntactic facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democratic principles.

Recommended literature:

Compulsory readings:

ORAVEC, J. – BAJZÍKOVÁ, E. 1986. Súčasný slovenský spisovný jazyk. Syntax. 2. vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 261 s.
KAČALA, J. 2015. Teória vetného člena. Martin: Vydavateľstvo Matice slovenskej. 172 s. ISBN 978-80-8115-212-2.

Recommended readings:

IVANOVÁ, M. 2016. Syntax slovenského jazyka. 2. vydanie. Prešov: Vydavateľstvo Prešovskej univerzity v Prešove. 284 s. ISBN 978-80-555-1753-7.
KAČALA, J. 1998. Syntaktický systém jazyka. Pezinok: Formát. 144 s. ISBN 80-967911-1-7.
DZIVIAKOVÁ, M. 2018. K valencii slovesa v slovenčine s ohľadom na jej odraz v slovesných valenčných štruktúrach. In: Sloveso v kontraste (románske jazyky a slovenčina). Bratislava: Univerzita Komenského, s. 32 – 46. ISBN 978-80-223-4526-2.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 339

A	ABS	B	C	D	E	FX
33,33	0,0	28,61	16,52	11,8	5,01	4,72

Lecturers:

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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.
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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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/B-PEDde002/22	**Course title:** Theory of education
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 3 **per level/semester:** 39 **Form of the course:** on-site learning	
Number of credits: 5	
Recommended semester: 1.	
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 written examination - 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 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): 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:
1. An introduction to the discipline of educational theory. Theoretical foundations and determinants of education. Creative-humanistic education.
2. Views on education. Education in different historical periods.
3. School documents and legislation with a focus on education. Educational programme.
4. Goals of education and their determination.
5. The concept of education and self-education, functions, conditions and factors of education. The process of education/self-education and its phases.
6. Educational methods and new trends.
7. Characteristics and classification of educational principles.
8. 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.
9. Organizational forms and means of education.
10. 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.
11. The personality of the child in the educational process. Categorization of factors of personality formation, bio-psycho-social determination of personality development and education.
12. Educational environment and its importance for a person.

13. Family and family education. Educational styles in the family. Negative tendencies in family upbringing.
14. Educational conditions of the school environment. Negative phenomena in the school environment and their prevention.
15. Education outside the classroom and its specifics

Recommended literature:

Reference sources:
Required reading:
Gogová, A., Kročková, Š., Pintes, G. 2004. Žiak - sloboda - výchova. Prešov: Vydavateľstvo M. Vaška. 312 s. ISBN 80-8050-675-2
Potočárová, M., Derková, J., Ferková, Š., Koldeová, L. 2021. Teória výchovy 1. Bratislava: UK. ISBN 978-80-223-5327-4
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. 144 s. 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. ISBN 80-85498-27-8
Potočárová, M. Pedagogika rodiny. 2008. Teoretické východiská rodinnej výchovy. Bratislava: Univerzita Komenského. 216 s. ISBN: 978-80-223-2458-8
Skarupská, H. 2016. Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. ISBN 978-80-86798-70-7
Strouhal, M. 2013. Teorie výchovy. Praha: Grada. ISBN 978-80-2474-0
Trabalíková, J., Macháček, D., Zemančíková, V. 2014. Výchova v utváraní osobnosti. Žilina: Žilinská univerzita. ISBN 978-80-554-0904-7
Zelina, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN. ISBN 80-10-00456-1.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 187

A	ABS	B	C	D	E	FX
33,69	0,0	22,99	22,99	9,09	3,74	7,49

Lecturers: PaedDr. Eva Labudová, PhD.

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/B-PEDde005/22	Training of social competencies of teachers

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 4

Recommended semester: 3.

Educational level: I.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course.
During the training, students will work on three intermediate tasks (reflections on the events of the training), 1 intermediate task for 9 points, a total of 27 points. Upon completion of the training, students will process 1 group distance assignment for 32 points. Final colloquial assessment 41 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. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to 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:
- Graduates of the course understand the principles of group dynamics
- The course graduate is well versed/learned and able to critically evaluate group events at the classroom level.
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- On teaching methods aimed at fostering autonomy, cooperation and group work of pupils' creativity as one possible approach and as a source of inspiration for their future teaching practice.
- The graduate can use the acquired knowledge and skills in solving (problem-based) tasks, cooperative and group teaching. He/she is able to analyze the problem and synthesize new solutions. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Group dynamics in the classroom
2. Elements of group dynamics
- Group atmosphere and climate
- Objectives of the group
- Cooperation and competition
- Tension and cohesion
- Determination of group standards
- Power and subgroup formation
- Group structure and identity
- Leadership and working with leadership
3. Factors promoting group dynamics
- Group Membership
- Experimenting

- Group culture
- Communication in a group
4. Control versus support for individual and group autonomy
5. Managing problem behaviour
6. Resolving conflicts in the classroom with the win-win method
Intermediate tasks: after each teaching block, students will make a structured reflection on the events during the training (three reflections in total).
Distance task: after all learning blocks are completed, students work in small groups on one distance task (micro-analysis of group events in the classroom - a model situation from the video).
Final evaluation: after completing the entire training and handing in the interim assignments and the distance assignment, students who have fulfilled the requirements of the interim evaluation will undergo a colloquial final evaluation.

Recommended literature:

Derková, J., Ferková, Š., Kuruc, M., Koldeová, L., Bakošová, Z., Katuščáková, T. (2017). Morálne kompetencie žiakov. Metodická príručka pre učiteľov na nižšém sekundárnom stupni vzdelávania. Bratislva: Univerzita Komenského v Brtislave, 2017. 214 s.
Kostrub, D., Tóthová, R. a Ferková, Š. (2017) Žiak, učiteľ a výučba. Prešov: Rokus, 2017. 368s.
Kratochvíl, S. (2009). Skupinová psychoterapia v praxi. Praha: Galén, 2009. 297s.
Labáth, V., Smik, J., Matula, Š. (2011). Expoprogram, Intervenčný program pre prácu s deťmi a mládežov. Bratislava: Univerzita Komenského v Bratislave, 2011. 275s.
Lemon, D. (2021). Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path College. Hoboken: Jossey-Bass, NJ., 2021. 504s.
Rieger, Z. (2007). Loď skupiny. Praha: Portál, 2007. 208s.

Languages necessary to complete the course:
knowledge of Slovak and English.

Notes:

Past grade distribution
Total number of evaluated students: 160

A	ABS	B	C	D	E	FX
68,75	0,0	14,37	8,13	4,38	0,63	3,75

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

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/B-SLOde007/22	**Course title:** World literature 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
Scope, type/method of teaching and organizational form: 2 hours per week lecture + seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct instruction = 22 hours; 30 hours of continuous reading of fiction texts per class period; 18 hours of preparation for the presentation of the assigned assignment with emphasis on the application of acquired knowledge and reading-interpretation skills; 20 hours of preparation for written tests aimed at identifying excerpts from the literary works read. A total of 90 hours of student work.
Teaching methods: lecturing, interpretation of theoretical knowledge and its application to practical examples, demonstration, moderated conversation, analytical and interpretative work with literary text, guided self-study, e-learning

Number of credits: 3

Recommended semester: 2., 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (40 points) and on two continuous written tests (the first is taken in the middle of the semester after the 6th topic, the second at the end of the continuous teaching, both tests are 30 points each). The course is completed with a grade resulting from an interim review of learning outcomes during the instructional portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (presentation of the assignment: less than 24 points, intermediate test: less than 18 points, final test: less than 18 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of world literature in the required range, logically arranges the presented facts in an error-free manner, can apply the acquired literary-historical knowledge at an excellent level and adapt the procedures of working with literary text in school practice, has the ability to independently

and imaginatively solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of world literature in the required range, he/she arranges the facts presented logically, with only minor errors, he/she can apply the acquired literary and historical knowledge very well and adapt the procedures of working with a literary text in school practice without any major errors, he/she has the ability to solve individual tasks and assignments independently, also in a broader literary, literary and historical context. and cultural contexts, the linguistic and stylistic level of his speech is very good, he has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of world literature to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply and adapt the procedures of working with a literary text in school practice, solves individual tasks and assignments independently and reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the curriculum to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: student demonstrates minimal knowledge of the required range of material and significant gaps in the organisation of facts, can minimally apply acquired knowledge and existing practices of working with literary text in school practice, solves individual tasks and assignments with considerable help at a satisfactory level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the curriculum to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student has acquired knowledge about the phenomenon of world literature, its national variants, periodization, literary trends and representatives. The student is able to creatively and independently analyse and interpret literary texts, to characterise the poeological and value specifics of the work of individual authors and to identify different forms of literariness. The student has developed his/her communication skills and is able to practise competent participation in a professional discussion of the topic under discussion, to develop his/her interpretative inventiveness. He is able to perceive readily the interpretations on literature following in the following years of his studies. He is prepared not only to deepen and develop them in further bachelor's and then master's studies, but also to use and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about the phenomena of world literature to the general public and to offer conclusions and morphological justifications to lay audiences. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts, and opinions, and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. What is world literature? Canon. Prototext, metatext. Adaptation. Palimpsest, pastiche, travesty.
2. Ancient literature. Origins of verbal art. Literature of the Orient.
3. Greek literature. Didactic epic. Drama. Entertainment literature.
4. Roman literature. Satire. Historical writing.
5. Medieval literature. Chivalric epic. Vagrant lyric. Religious drama.
6. Humanist and Renaissance literature. Love songs. From the novella to the novel. Renaissance theatre.
7. Baroque literature. Reflection of the world as labyrinth and theatre.
8. The Enlightened Century. Literature as the engine of the Enlightenment movement.
9. Classical literature. Specific peculiarities of French classicism and "pseudo-classicism".
10. Romantic literature. Nature poetry. Gothic and historical novel.
11. Realistic literature. Realism as an artistic method. Different forms of realism.

The course will broaden the student's knowledge of representative works of world literature, create a better understanding of Slovak literary communication in a broader international context, and contribute to the mastery of literary theory and methodology of literary research. The student will acquire the competences necessary for teaching world literature. The student will learn how to plan and implement individual lessons, practically apply various methods of making the material of the period accessible. The student will be able to use digital technologies in teaching the history of literature. He/she will acquire the prerequisites and motivation to develop the skills necessary for further learning and be prepared to encourage pupils to actively acquire literary-historical knowledge.

The course will lead the student to the active acquisition of information and the effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using the appropriate and appropriate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

BLOOM, H. 2000. O kánonu. In: Kánon západní literatury. Knihy, které prošly zkouškou věků. Praha: Prostor, s. 27 – 52. ISBN 80-7260-013-3.

BRTÁŇOVÁ, E. 2018. Jonáš Záborský a antická kultúra. In: Ideológia v premenách času v pamiatkach gréckej a latinskej tradície. Bratislava: Univerzita Komenského v Bratislave, s. 344 – 353. ISBN 978-80-223-4626-9.

CASANOVA, P. 2012. Světová republika literatury. Praha: Karolinum, s. 23 – 64. ISBN 80-7260-013-3.

Recommended readings:

BRTÁŇOVÁ, E. 2017. Doležalov pokus o veľkú epiku. In: Český a slovenský literární klasicismus. Brno: Host, s. 245 – 271. ISBN 978-80-7577-186-5.

BRTÁŇOVÁ, E. 2000. Stredoveká scholastická kázeň. K recepcii latinských sermones v kódexoch slovenskej proveniencie. Bratislava: Veda, vydavateľstvo Slovenskej akadémie vied. 200 s. ISBN 80-2240-634-1. (selected sections)

ŽEŇUCH, P. 2020. Byzantsko-slovanská tradícia v staršom období vývinu slovenskej kultúry. In: Konštantínove listy, roč. 13, č. 1, s. 112 – 125. Available on: http://www.constantinesletters.ukf.sk/images/issues/2020_v13_iss1/CL_v13_iss1_112to125.pdf
ŽEŇUCH, P. 2002. Medzi Východom a Západom. Byzantsko-slovanská tradícia, kultúra a jazyk na východnom Slovensku. Bratislava: Veda, vydavateľstvo SAV. 288 s. ISBN 80-224-0697-X. (selected sections)
Further study texts will be available electronically in MS Teams/Moodle.

Languages necessary to complete the course:
Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 436

A	ABS	B	C	D	E	FX
23,62	0,0	26,38	23,39	13,3	7,34	5,96

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde007/22	World literature 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
Scope, type/method of teaching and organizational form: 2 hours per week lecture + seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct instruction = 22 hours; 30 hours of continuous reading of fiction texts per class period; 18 hours of preparation for the presentation of the assigned assignment with emphasis on the application of acquired knowledge and reading-interpretation skills; 20 hours of preparation for written tests aimed at identifying excerpts from the literary works read. A total of 90 hours of student work.
Teaching methods: lecturing, interpretation of theoretical knowledge and its application to practical examples, demonstration, moderated conversation, analytical and interpretative work with literary text, guided self-study, e-learning

Number of credits: 3

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (40 points) and on two continuous written tests (the first is taken in the middle of the semester after the 6th topic, the second at the end of the continuous teaching, both tests are 30 points each). The course is completed with a grade resulting from an interim review of learning outcomes during the instructional portion of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (presentation of the assignment: less than 24 points, intermediate test: less than 18 points, final test: less than 18 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of world literature in the required range, logically arranges the presented facts in an error-free manner, can apply the acquired literary-historical knowledge at an excellent level and adapt the procedures of working with literary text in school practice, has the ability to independently

and imaginatively solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: the student has a very good knowledge of world literature in the required range, he/she arranges the facts presented logically, with only minor errors, he/she can apply the acquired literary and historical knowledge very well and adapt the procedures of working with a literary text in school practice without any major errors, he/she has the ability to solve individual tasks and assignments independently, also in a broader literary, literary and historical context. and cultural contexts, the linguistic and stylistic level of his speech is very good, he has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of world literature to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply and adapt the procedures of working with a literary text in school practice, solves individual tasks and assignments independently and reliably, has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of the curriculum to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: student demonstrates minimal knowledge of the required range of material and significant gaps in the organisation of facts, can minimally apply acquired knowledge and existing practices of working with literary text in school practice, solves individual tasks and assignments with considerable help at a satisfactory level, has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the curriculum to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, has insufficient learning skills.

Learning outcomes:
The student has acquired knowledge about the phenomenon of world literature, its national variants, periodization, literary trends and representatives. The student is able to creatively and independently analyse and interpret literary texts, to characterise the poeological and value specifics of the work of individual authors and to identify different forms of literariness. The student has developed his/her communication skills and is able to practise competent participation in a professional discussion of the topic under discussion, to develop his/her interpretative inventiveness. He is able to perceive readily the interpretations on literature following in the following years of his studies. He is prepared not only to deepen and develop them in further bachelor's and then master's studies, but also to use and creatively apply them in the school environment in the position of a teaching assistant, or for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about the phenomena of world literature to the general public and to offer conclusions and morphological justifications to lay audiences. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts, and opinions, and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. What is world literature? Canon. Prototext, metatext. Adaptation. Palimpsest, pastiche, travesty.
2. Ancient literature. Origins of verbal art. Literature of the Orient.
3. Greek literature. Didactic epic. Drama. Entertainment literature.
4. Roman literature. Satire. Historical writing.
5. Medieval literature. Chivalric epic. Vagrant lyric. Religious drama.
6. Humanist and Renaissance literature. Love songs. From the novella to the novel. Renaissance theatre.
7. Baroque literature. Reflection of the world as labyrinth and theatre.
8. The Enlightened Century. Literature as the engine of the Enlightenment movement.
9. Classical literature. Specific peculiarities of French classicism and "pseudo-classicism".
10. Romantic literature. Nature poetry. Gothic and historical novel.
11. Realistic literature. Realism as an artistic method. Different forms of realism.

The course will broaden the student's knowledge of representative works of world literature, create a better understanding of Slovak literary communication in a broader international context, and contribute to the mastery of literary theory and methodology of literary research. The student will acquire the competences necessary for teaching world literature. The student will learn how to plan and implement individual lessons, practically apply various methods of making the material of the period accessible. The student will be able to use digital technologies in teaching the history of literature. He/she will acquire the prerequisites and motivation to develop the skills necessary for further learning and be prepared to encourage pupils to actively acquire literary-historical knowledge.

The course will lead the student to the active acquisition of information and the effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using the appropriate and appropriate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action and civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

BLOOM, H. 2000. O kánonu. In: Kánon západní literatury. Knihy, které prošly zkouškou věků. Praha: Prostor, s. 27 – 52. ISBN 80-7260-013-3.

BRTÁŇOVÁ, E. 2018. Jonáš Záborský a antická kultúra. In: Ideológia v premenách času v pamiatkach gréckej a latinskej tradície. Bratislava: Univerzita Komenského v Bratislave, s. 344 – 353. ISBN 978-80-223-4626-9.

CASANOVA, P. 2012. Světová republika literatury. Praha: Karolinum, s. 23 – 64. ISBN 80-7260-013-3.

Recommended readings:

BRTÁŇOVÁ, E. 2017. Doležalov pokus o veľkú epiku. In: Český a slovenský literární klasicismus. Brno: Host, s. 245 – 271. ISBN 978-80-7577-186-5.

BRTÁŇOVÁ, E. 2000. Stredoveká scholastická kázeň. K recepcii latinských sermones v kódexoch slovenskej proveniencie. Bratislava: Veda, vydavateľstvo Slovenskej akadémie vied. 200 s. ISBN 80-2240-634-1. (selected sections)

ŽEŇUCH, P. 2020. Byzantsko-slovanská tradícia v staršom období vývinu slovenskej kultúry. In: Konštantínove listy, roč. 13, č. 1, s. 112 – 125. Available on: http://www.constantinesletters.ukf.sk/images/issues/2020_v13_iss1/CL_v13_iss1_112to125.pdf
ŽEŇUCH, P. 2002. Medzi Východom a Západom. Byzantsko-slovanská tradícia, kultúra a jazyk na východnom Slovensku. Bratislava: Veda, vydavateľstvo SAV. 288 s. ISBN 80-224-0697-X. (selected sections)
Further study texts will be available electronically in MS Teams/Moodle.

Languages necessary to complete the course:
Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 436

A	ABS	B	C	D	E	FX
23,62	0,0	26,38	23,39	13,3	7,34	5,96

Lecturers:

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde018/22	World literature II

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 per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct instruction = 22 hours; 26 hours of ongoing preparation for individual classes with application of specific assignments, including reading of literary texts for individual classes; 12 hours of preparation for presentation of a written final interpretation based on selected textual segments from the work of the author studied, with emphasis on the application of acquired knowledge of literary direction, the particularities of the author's poetics, analytical-interpretive skills, and the defense of one's arguments. A total of 60 hours of student work.
Teaching methods: lecture, inductive-generalizing conversation, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with the text, problem-based tasks, guided self-study, e-learning

Number of credits: 2

Recommended semester: 4.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills needed when working with literary texts in the educational process (60 points);
• presentation of a written final interpretation based on selected textual segments from the work of the read author, with emphasis on the application of the acquired knowledge of literary direction, the particularities of the author's poetics, analytical-interpretive skills and on the defence of their arguments (40 points).
The course is completed with a grade resulting from the continuous monitoring of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (assignments: less than 36 points; final interpretation: less than 24 points).

A (100 - 93%, excellent - outstanding results): excellent performance: the student has an excellent knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century. The student is able to apply and adapt the acquired literary knowledge at an excellent level in specific approaches to the literary text applicable to the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: the student has a very good knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century and of their specific representatives within the required range, logically, with only minor errors organizes the presented literary-historical facts, can apply and adapt the acquired literary-scientific knowledge very well in specific approaches to the literary text usable in the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments also in the broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. He/she arranges the presented literary-historical facts appropriately and makes mistakes only in places, he/she can reliably apply and adapt the acquired literary-scientific knowledge in specific approaches to the literary text useful in the teaching of literature in school practice, he/she solves individual tasks and assignments reliably independently, he/she has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century. The student is able to satisfactorily apply the acquired literary knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - results meet minimum criteria): sufficient performance: student demonstrates a minimum amount of knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. The student is able to apply the acquired literary knowledge minimally in specific approaches to literary texts useful in the teaching of literature in school practice, solves individual tasks and assignments with considerable help at a sufficient level, and has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. The student does not know the literary historical facts and their logical connections, cannot apply the acquired literary knowledge in specific approaches to literary texts useful in the teaching of literature in school practice, cannot solve individual tasks and assignments, and has insufficient learning skills.

Learning outcomes:
The student has knowledge of selected literary trends and currents of world literature of the second half of the 19th and 20th centuries and of its representative individual realisations, is familiar with group and individual ideological and aesthetic initiatives and poetics, and is aware of their significance for the understanding of Slovak literature of the 20th century. Can creatively and independently analyse and interpret literary texts, characterise the poeological and value specifics of the work of individual authors and identify different forms of literariness. Has acquired analytical

and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specificity and artistic value of selected literary texts, and can actively seek new possibilities in approaching a literary text. The student is able to interpret a literary text in relation to other art forms. Can also work with different possible interpretations of a text in school practice. As a result of the analytical and critical approach to the literary text, the student has developed transferable competences, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks, as well as to construct his/her own interpretations of literary texts. The student is able to promptly perceive interpretations of literature in the following years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. The student has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to abstract and critical thinking, reasoning in context, metacognitive skills. The student is prepared not only to deepen and develop the acquired knowledge, skills and competences in further bachelor's and subsequently master's studies, but also to use and creatively apply them in the school environment in the position of a pedagogical assistant, or even for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

Class syllabus:

1. Literary modernism. Poetic modernism. Symbolism, impressionism, decadence. Subjectivisation, psychologisation, decomposition of normative poetics.
2. Modernist prose. Studies of the inner life. Suppression of the plot. The isolation and loneliness of man. The stream-of-consciousness technique.
3. Modernist drama. Parody and the verbal grotesque. Symbolism, decadence, failure of communication.
4. Naturalism. The biological and social determinism of man. Taboo themes. Synesthetic descriptions.
5. Poeticism. Joyful and creative art and life. (Visual) associativity. Unusual characters and settings. Eroticism. Poetic imagery.
6. Surrealism. Psychic automatism. Polythematicism, surprising intermingling of images, banding, disregard for normative poetics.
7. Expressionism. Subjectivised artistic reality. Tendency to be more profound. Contrast. Deformation as the basis of expressionist expression, the tendency to get "beyond" language - from exclamation to pathos.
8. Existential literature. Minimization of plot, borderline situations. Man is condemned to be free.
9. Absurd drama. Change in the traditional structure of drama. Tragicomic. Absurdity. A man unable to communicate.
10. Magical realism. The miraculous in the everyday and as part of the real world. Metamorphosis. Supernaturalism of characters and objects. Mixing the harsh with the poetic. Cyclic time.
11. Postmodern literature. Manifestation of pluralism. Intertextuality and intratextuality, fragmentation, decanonization, hybridization, participation, eclecticism and palimpsest. The plural identity of man.

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student

will acquire knowledge concerning representative individual realizations of world literature of the second half of the 19th and 20th centuries in its diversity of type, genre and direction. Special emphasis will be placed on literary modernism and other literary movements and currents corresponding to the content of secondary school education (Naturism, Poetism, Surrealism, Expressionism, Existentialism, Absurdist Literature, Magical Realism, and Postmodernism). The student will be able to create simple definitions of literary terms, giving age-appropriate examples. The student will use the acquired knowledge appropriately when working with selected textual material. The student will be able to assess the value and artistic contribution of a literary work in a literary-historical context and will be able to point out the importance of knowledge of the wider literary, cultural and social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and will be able to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with an emphasis on independent and creative work. On the basis of the acquired knowledge and skills, he/she will be able to apply analytical-interpretive competences to other literary texts, to point out the interrelationships between them and to reflect on new possibilities of literary analysis and Interpretation. The student will also be oriented in related practical and methodological knowledge, which will be a prerequisite for his/her proper understanding of literary communication in the broader international context and the past in the courses of the continuing master's degree. The student will acquire a base of knowledge and skills that will be deepened and developed in further bachelor's and then master's studies, and will be able to use and creatively apply them in the school environment in the position of a pedagogical assistant, later for the analysis and selection of didactic materials from the world literature of the second half of the 19th century and the 20th century with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a textual proofreader. The student will be guided to actively acquire information and to make effective use of cross-cutting and specialised knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in constructing his/her own final interpretation. The student will creatively use appropriate and discipline-appropriate methods in solving problem-based assignments. The student will acquire the aptitude and motivation to develop the skills necessary for further learning and will be prepared to encourage students to actively acquire literary and historical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

MILIČKA, K. 2002. Světová literatura 3. Od realismu po modernu. Praha: Baronet. 344 s. ISBN: 80-7214-515-0. (selected sections)

MURPHY, R. 2010. Teoretizace avantgardy. Modernismus, expresionismus a problém postmoderny. Brno: Host. 272 s. ISBN 9788072942695 (selected sections)

PAVELKA, J. – POSPÍŠIL, I. 1993. Slovník epoch, směrů, skupin a manifestů. Brno: Georgetown. 294 s. ISBN 80-901604-0-9. (selected sections)

VLAŠÍN, Š. a kol. 1983. Slovník literárních směrů a skupin. 2., dopl. vydanie. Praha: Panorama. 367 s. (selected dictionary entries)

Recommended readings:

GARAY KROČANOVÁ, D. 2021. Prolegomena k dejinám slovenskej literatúry prvej polovice 20. storočia. I. próza. 2021. Bratislava: Stimul. 85 s. ISBN 978-80-8127-336-0. Available on: https://dspace.uniba.sk/xmlui/bitstream/handle/123456789/36/Krocanova_9788081273360.pdf?sequence=1 (selected sections)
Further study text on individual topics will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 319

A	ABS	B	C	D	E	FX
68,34	0,0	20,69	6,58	2,19	0,31	1,88

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/B-SLOde018/22	World literature II

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 per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct instruction = 22 hours; 26 hours of ongoing preparation for individual classes with application of specific assignments, including reading of literary texts for individual classes; 12 hours of preparation for presentation of a written final interpretation based on selected textual segments from the work of the author studied, with emphasis on the application of acquired knowledge of literary direction, the particularities of the author's poetics, analytical-interpretive skills, and the defense of one's arguments. A total of 60 hours of student work.
Teaching methods: lecture, inductive-generalizing conversation, discussion, demonstration and analysis of concrete examples, analytical and interpretative work with the text, problem-based tasks, guided self-study, e-learning

Number of credits: 2

Recommended semester: 3., 5.

Educational level: I.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous reading of literary texts and completion of assignments in seminars on the theoretical knowledge and practical skills needed when working with literary texts in the educational process (60 points);
• presentation of a written final interpretation based on selected textual segments from the work of the read author, with emphasis on the application of the acquired knowledge of literary direction, the particularities of the author's poetics, analytical-interpretive skills and on the defence of their arguments (40 points).
The course is completed with a grade resulting from the continuous monitoring of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who scores less than 60 % on any component of the assessment (assignments: less than 36 points; final interpretation: less than 24 points).

A (100 - 93%, excellent - outstanding results): excellent performance: the student has an excellent knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century. The student is able to apply and adapt the acquired literary knowledge at an excellent level in specific approaches to the literary text applicable to the teaching of literature in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further learning;
B (92 - 85%, very good - above average standard): very good performance: the student has a very good knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century and of their specific representatives within the required range, logically, with only minor errors organizes the presented literary-historical facts, can apply and adapt the acquired literary-scientific knowledge very well in specific approaches to the literary text usable in the teaching of literature in school practice, has the ability to independently solve individual tasks and assignments also in the broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed learning skills;
C (84 - 77%, good - normal reliable work): good performance: the student has a good knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. He/she arranges the presented literary-historical facts appropriately and makes mistakes only in places, he/she can reliably apply and adapt the acquired literary-scientific knowledge in specific approaches to the literary text useful in the teaching of literature in school practice, he/she solves individual tasks and assignments reliably independently, he/she has well-developed learning skills;
D (76 - 69%, satisfactory - acceptable results): satisfactory performance: the student has a satisfactory knowledge of selected literary movements and currents from the second half of the 19th century and from the 20th century. The student is able to satisfactorily apply the acquired literary knowledge in specific approaches to literary texts applicable to the teaching of literature in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed learning skills;
E (68 - 60%, sufficient - results meet minimum criteria): sufficient performance: student demonstrates a minimum amount of knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. The student is able to apply the acquired literary knowledge minimally in specific approaches to literary texts useful in the teaching of literature in school practice, solves individual tasks and assignments with considerable help at a sufficient level, and has minimal learning skills;
Fx (59 - 0%, insufficient - additional work required): insufficient performance: student does not demonstrate sufficient knowledge of selected literary movements and movements from the second half of the 19th century and from the 20th century. The student does not know the literary historical facts and their logical connections, cannot apply the acquired literary knowledge in specific approaches to literary texts useful in the teaching of literature in school practice, cannot solve individual tasks and assignments, and has insufficient learning skills.

Learning outcomes:
The student has knowledge of selected literary trends and currents of world literature of the second half of the 19th and 20th centuries and of its representative individual realisations, is familiar with group and individual ideological and aesthetic initiatives and poetics, and is aware of their significance for the understanding of Slovak literature of the 20th century. Can creatively and independently analyse and interpret literary texts, characterise the poeological and value specifics of the work of individual authors and identify different forms of literariness. Has acquired analytical

and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts, understands the specificity and artistic value of selected literary texts, and can actively seek new possibilities in approaching a literary text. The student is able to interpret a literary text in relation to other art forms. Can also work with different possible interpretations of a text in school practice. As a result of the analytical and critical approach to the literary text, the student has developed transferable competences, because especially in the analytical-interpretive part, critical thinking, thinking in context, developing communicative and digital competences are emphasised, on the basis of which the student is able to solve specific tasks, as well as to construct his/her own interpretations of literary texts. The student is able to promptly perceive interpretations of literature in the following years of his/her studies. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. The student has also developed a number of transferable skills, such as analytical thinking, creativity and the ability to abstract and critical thinking, reasoning in context, metacognitive skills. The student is prepared not only to deepen and develop the acquired knowledge, skills and competences in further bachelor's and subsequently master's studies, but also to use and creatively apply them in the school environment in the position of a pedagogical assistant, or even for the needs of the publishing environment in the position of a proofreader. The student is also able to convey information about literary-theoretical phenomena to the general public and to offer conclusions and literary-analytical justifications to lay audiences.

Class syllabus:

1. Literary modernism. Poetic modernism. Symbolism, impressionism, decadence. Subjectivisation, psychologisation, decomposition of normative poetics.
2. Modernist prose. Studies of the inner life. Suppression of the plot. The isolation and loneliness of man. The stream-of-consciousness technique.
3. Modernist drama. Parody and the verbal grotesque. Symbolism, decadence, failure of communication.
4. Naturalism. The biological and social determinism of man. Taboo themes. Synesthetic descriptions.
5. Poeticism. Joyful and creative art and life. (Visual) associativity. Unusual characters and settings. Eroticism. Poetic imagery.
6. Surrealism. Psychic automatism. Polythematicism, surprising intermingling of images, banding, disregard for normative poetics.
7. Expressionism. Subjectivised artistic reality. Tendency to be more profound. Contrast. Deformation as the basis of expressionist expression, the tendency to get "beyond" language - from exclamation to pathos.
8. Existential literature. Minimization of plot, borderline situations. Man is condemned to be free.
9. Absurd drama. Change in the traditional structure of drama. Tragicomic. Absurdity. A man unable to communicate.
10. Magical realism. The miraculous in the everyday and as part of the real world. Metamorphosis. Supernaturalism of characters and objects. Mixing the harsh with the poetic. Cyclic time.
11. Postmodern literature. Manifestation of pluralism. Intertextuality and intratextuality, fragmentation, decanonization, hybridization, participation, eclecticism and palimpsest. The plural identity of man.

The curriculum of the course covers a spectrum of cross-cutting and specialized knowledge that builds on the student's general secondary education and systematically develops his/her knowledge into a comprehensive and applicable form, including the latest knowledge in the field. The student

will acquire knowledge concerning representative individual realizations of world literature of the second half of the 19th and 20th centuries in its diversity of type, genre and direction. Special emphasis will be placed on literary modernism and other literary movements and currents corresponding to the content of secondary school education (Naturism, Poetism, Surrealism, Expressionism, Existentialism, Absurdist Literature, Magical Realism, and Postmodernism). The student will be able to create simple definitions of literary terms, giving age-appropriate examples. The student will use the acquired knowledge appropriately when working with selected textual material. The student will be able to assess the value and artistic contribution of a literary work in a literary-historical context and will be able to point out the importance of knowledge of the wider literary, cultural and social context. The student will be able to justify and apply various methodological approaches to literary analysis and interpretation, and will be able to use the experience of an artistic text in his/her own individual (reception and production) activity. He/she will develop his/her analytical skills with an emphasis on independent and creative work. On the basis of the acquired knowledge and skills, he/she will be able to apply analytical-interpretive competences to other literary texts, to point out the interrelationships between them and to reflect on new possibilities of literary analysis and Interpretation. The student will also be oriented in related practical and methodological knowledge, which will be a prerequisite for his/her proper understanding of literary communication in the broader international context and the past in the courses of the continuing master's degree. The student will acquire a base of knowledge and skills that will be deepened and developed in further bachelor's and then master's studies, and will be able to use and creatively apply them in the school environment in the position of a pedagogical assistant, later for the analysis and selection of didactic materials from the world literature of the second half of the 19th century and the 20th century with regard to teaching objectives, and possibly also for the needs of the publishing environment in the position of a textual proofreader. The student will be guided to actively acquire information and to make effective use of cross-cutting and specialised knowledge, will consolidate and develop his/her ability to formulate and defend arguments, and will be able to communicate theoretical knowledge and practical skills to a wider and lay public. An analytical and critical approach to a literary text will stimulate critical thinking, creativity and contextual reasoning, which the student will demonstrate in solving specific assignments as well as in constructing his/her own final interpretation. The student will creatively use appropriate and discipline-appropriate methods in solving problem-based assignments. The student will acquire the aptitude and motivation to develop the skills necessary for further learning and will be prepared to encourage students to actively acquire literary and historical knowledge. The student will consolidate and develop communication and digital competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of authorial ethics, the ability to plan and be actively responsible for his/her own learning, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy.

Recommended literature:

Compulsory readings:

MILIČKA, K. 2002. Světová literatura 3. Od realismu po modernu. Praha: Baronet. 344 s. ISBN: 80-7214-515-0. (selected sections)

MURPHY, R. 2010. Teoretizace avantgardy. Modernismus, expresionismus a problém postmoderny. Brno: Host. 272 s. ISBN 9788072942695 (selected sections)

PAVELKA, J. – POSPÍŠIL, I. 1993. Slovník epoch, směrů, skupin a manifestů. Brno: Georgetown. 294 s. ISBN 80-901604-0-9. (selected sections)

VLAŠÍN, Š. a kol. 1983. Slovník literárních směrů a skupin. 2., dopl. vydanie. Praha: Panorama. 367 s. (selected dictionary entries)

Recommended readings:

GARAY KROČANOVÁ, D. 2021. Prolegomena k dejinám slovenskej literatúry prvej polovice 20. storočia. I. próza. 2021. Bratislava: Stimul. 85 s. ISBN 978-80-8127-336-0. Available on: https://dspace.uniba.sk/xmlui/bitstream/handle/123456789/36/Krocanova_9788081273360.pdf?sequence=1 (selected sections)
Further study text on individual topics will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak, Czech

Notes:

Past grade distribution
Total number of evaluated students: 319

A	ABS	B	C	D	E	FX
68,34	0,0	20,69	6,58	2,19	0,31	1,88

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 11.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, 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. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Jaroslav Šrank, PhD.