

Course descriptions

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COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-PZPex009/22	Course title: Braille and typhlography in the education of the visually impaired
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (seminar) using the combined method Student workload: 5 hours of teaching; 26 hours of product production in Braille; 28 hours of product production (typhlography); 25 hours of preparation for the final assessment. TOTAL: 84 hours of student work. Methods of delivery of the educational content: interpretation of the material, discussion, methods of practical activity (methods of practicing practical skills), methods of repetition and consolidation of the material, self-study.	
Number of credits: 3	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will prepare/create two products/materials/aids according to the conditions set by the teacher at the beginning of the semester (each product can earn 30 points). The course ends with an assessment of the acquired knowledge and a practical examination aimed at verifying the competence in reading and writing Braille and the procedures for creating typhlographic materials (the student may obtain a maximum of 40 points). A total of 100 points for both assessments. The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has mastered the basic concepts and terminology of typography, can read and write in Braille, can apply what he/she has learnt in a practical way; his/her work during the semester is systematic; the products produced during the semester meet the	

conditions set by the teacher, are original and suitable for work with an individual with a visual impairment;

B - excellent performance, the student knows the basic concepts and terminology of typhlography, but there are slight deficiencies in the application of the knowledge to the practical level; the products produced during the semester have minor deficiencies, but meet the conditions for possible use in work with an individual with a visual impairment;

C - good performance, the student has acquired the established terminology of typography, but can only partially apply what he/she has learnt to practice; problems occur when writing and reading Braille, the products made during the semester have slight deficiencies, they only partially meet the conditions for possible use when working with an individual with a visual impairment;

D - acceptable performance, the student has acquired concepts and terminology in the field of typhlography at a very low level, there are significant deficiencies in the subject matter, the student cannot transfer what he/she has learned to practice; his/her work during the semester meets the minimum criteria; the products produced during the semester have significant deficiencies;

E - minimally acceptable performance, student has minimal mastery of the subject matter, lacks critical thinking and evaluation, cannot adequately transfer what is learned into practice; products produced during the semester have significant deficiencies and are nearly unusable in practice;

Fx - unacceptable performance, the student has not met the requirements set by the instructor during the semester.

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

Learning outcomes:

The goal of the course is to prepare the student, a future special educator, to work with individuals with visual impairments in order to actively use typhlography and Braille in education.

After completing the course, the students not only master the concepts and terminology in the field of typhlography, but also the theoretical and especially practical procedures (skills) of creating typhlographic materials in 2D dimension (relief maps and plans, pictures, materials to illustrate the problems of geometry, tactile books, tactile boards, etc.) and in 3D dimension (models and their production taking into account the specifics and needs of blind pupils). They are oriented in the concepts of relief point and its parameters, six-point, relief line, relief surface, they are able to identify them in practical terms. They acquire the skills to create typographic outputs using a variety of materials.

Students have competence in reading and writing Braille (also focusing on the creation of writing legends to typhlographic materials). Students are proficient in Braille, including punctuation and numbers, not only in reading, but also in writing Braille on Tatrapoint. After completing the course, the student will have more advanced information about the possibilities of using Braille in practice, will be able to operate a Braille printer (Index Everest), and will be able to work with a Braille display (line). He/she will also acquire basic knowledge of the notation of characters used in specialized subjects (music education, mathematics, physics, chemistry...). Can write dictated text on Tatrapoint.

During the course, the student will develop his/her communication skills, ICT literacy, critical thinking, reasoning in context.

Class syllabus:

Conceptual and professional terminology in the field of typhlography, the aims of typhlography and the subject of its study. The development of typhlography abroad and in the Slovak Republic from the earliest times to the present day. Students will acquire new knowledge in the field of reference of typhlography. They will master the terminology and professional terminology and be able to communicate it professionally. They will gain an overview of the development of typhlography and typhlographic practices in the past and present.

Basic typographic parameters in the creation of typographic materials in 2D dimensions.

Definition and dimensions of the terms point, line, area, creation of 2D typhlographic materials, etc. Students will learn to differentiate and control the basic parameters of 2D output. At the same time, they will learn to work with them in a practical way.

Basic typhlographic parameters in the creation of 3D models (use of appropriate materials, size of models, technical design of models). 3D printers and their use in the educational process of students with visual impairment, creation of 3D typhlographic materials. Students will learn to distinguish and control the basic parameters of 3D outputs. At the same time they will learn to work with them in a practical level. They will become familiar with the technologies of preparation and creation of 3D outputs. They will learn how to work in Blender.

Didactic methods and procedures for practicing "reading" by touch typhlographic images. Creation of a legend in Braille and its correct placement in typhlographic plans, maps and models. Creation of tactile books. Students will gain an overview, learn and master the didactic methods and procedures of creating typhlographic outcomes and their labelling in Braille.

Braille, Braille sign, Slovak Braille alphabet, Braille machine - Tatrapoint. The student will gain knowledge about the system and methods of writing Braille, about the devices used for writing and reading Braille, which as a future special educator may encounter when working with individuals with visual impairments. The student will learn the system and methods of writing relief-point braille. The student will become familiar with the Slovak standardized Braille notation (familiarity with the notation of individual letters, numbers, punctuation, mathematical notation and the notation of specific signs - e.g. @, ©, €, etc.). The student will master both theoretically and practically the notation of specific Braille signs, develop his/her ability to communicate and his/her digital skills.

Writing the letters of the Braille alphabet. Methodical sequence of braille training. Sequence 1 - A, B, L, E; Sequence 2 - K, U; Sequence 3 - C, O, M, I; Sequence 4 - V, A, C, R; Sequence 5 - comma, S, Ú, P; Sequence 6 - PZ, dot, Í, Š; Sequence 7 - D, Ď, N, G, É; Sequence 8 - J, T, Y; Sequence 9 - ! (or +); Sequence 10 - Z, F, Ň, Ý, dash; Sequence 11 - H, Ě, Ž, colon; Sequence 12 - Ô, Ľ, Ó, Í; Sequence 13 - Ä, Ř, X, quotation marks; Sequence 14 - apostrophe; Sequence 15 - Q, W, parentheses (); Sequence 15 – capital letters, number code, asterisk.

Technique and technology for relief-point writing. The student will learn how to operate and work with a braille printer, master basic printer functions, and work in appropriate braille printing software. The student will become proficient in the operation of Tatrapoint and the braille printer. The student will become familiar with working on the braille line (display), will master the basic functions of the braille line and work in a text editor or mathematical notation software (Lambda). The student will develop skills in the use of the braille line

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J. ZEMKO, M. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí [elektronický dokument] In: MMK, Roč. 9. Hradec Králové: Magnanimitas akademické sdružení, 2018. S. 813-823 [CD-ROM]. ISBN 978-80-87952-27-6

Pravidlá písania a používania Braillovho písma v Slovenskej republike, Slovenský knižnica pre nevidiacich – Slovenská autorita pre Braillovo písmo, Levoča 2021, ISBN: 978-80-18-10144-5

JESENSKÝ, J. 1988. Hmatové vnímání informací s pomocí tyflografiky. 1. vydání. Praha: Státní pedagogické nakladatelství, 1988. 226 s.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

Recommended readings:

SALISBURY, R. 2008. Teaching pupils with visual impairment. 1 vyd. NY: New York, Routledge, 2008. s. 153. ISBN 978-1-84312-395-8
 CINTULA, Vladimír. K metodike vyučovania Braillovho písma. Špeciálna pedagogika, II. 1993.
 JESENSKÝ, Ján a kol. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačných výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.

Languages necessary to complete the course:

slovak, czech, english

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. Marek Hlina, Mgr. Simona Schallerová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
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Number of credits: 3	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will prepare/create two products/materials/aids according to the conditions set by the teacher at the beginning of the semester (each product can earn 30 points). The course ends with an assessment of the acquired knowledge and a practical examination aimed at verifying the competence in reading and writing Braille and the procedures for creating typhlographic materials (the student may obtain a maximum of 40 points). A total of 100 points for both assessments. The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a minimum score of 60% is required. A - excellent performance, the student has mastered the basic concepts and terminology of typography, can read and write in Braille, can apply what he/she has learnt in a practical way; his/her work during the semester is systematic; the products produced during the semester meet the	

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Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J. ZEMKO, M. Z výskumu overovania programu prípravných cvičení na nácvik čítania a písania reliéfno-bodového písma u nevidiacich detí [elektronický dokument] In: MMK, Roč. 9. Hradec Králové: Magnanimitas akademické sdružení, 2018. S. 813-823 [CD-ROM]. ISBN 978-80-87952-27-6

Pravidlá písania a používania Braillovho písma v Slovenskej republike, Slovenský knižnica pre nevidiacich – Slovenská autorita pre Braillovo písmo, Levoča 2021, ISBN: 978-80-18-10144-5

JESENSKÝ, J. 1988. Hmatové vnímání informací s pomocí tyflografiky. 1. vydání. Praha: Státní pedagogické nakladatelství, 1988. 226 s.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

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SALISBURY, R. 2008. Teaching pupils with visual impairment. 1 vyd. NY: New York, Routledge, 2008. s. 153. ISBN 978-1-84312-395-8
 CINTULA, Vladimír. K metodike vyučovania Braillovho písma. Špeciálna pedagogika, II. 1993.
 JESENSKÝ, Ján a kol. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačných výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.

Languages necessary to complete the course:

slovak, czech, english

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. Marek Hlina, Mgr. Simona Schallerová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PSPex002/22	Course title: Communication in sign language - professional signing
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (exercise) - combined method. Student workload: 5 hours of teaching; 20 hours of preparation for the interim assessment; 30 hours of preparation for the final test. A total of 55 hours of student work. Learning methods: Small group work, role-play method, didactic games, practice	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-Excellent performance, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.	

Scale of assessment (preliminary/final): 100/0						
Learning outcomes: The student will gain practical experience in communicating with deaf people in sign language, which he/she will be able to use adequately in practice and in the school environment in the education of children/pupils with hearing impairment. The student deepens and practises his/her skills in manual forms of communication - in sign language, in finger alphabet. Develops his/her signing vocabulary in vocational subjects in schools. He pays attention to the accuracy of his signing, observes the parameters for individual signing, corrects his mistakes. The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication.						
Class syllabus: 1.Specialised shifts in individual subjects resulting from the educational programme - e.g. mathematics, Slovak language and literature, national science, natural science 2. Regional, school, children's shifts - basic characteristics, differences 3. Indirect naming in sign language 4. The meaning and role of sign language, analysis of sign language						
Recommended literature: Compulsory readings: TARCSIOVÁ, D., - video sequences taken. Link: https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov.1. vyd. Bratislava: Mabag, 2010. [CDEROM] ISBN 978-80-89113-80-4. Recommended readings: KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156. TARCSIOVÁ, D., 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania komunikačnej bariéry. Bratislava: Sapiientia, 2005. ISBN 80-969112-7-9. ŠMEHILOVÁ, A., 2011. Školské posunky I. Nitra: Effeta, 2011. ISBN 978-80-89245-22-2.						
Languages necessary to complete the course: Slovak language and sign language						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Miroslava Tomášková, PhD., prof. PaedDr. Darina Tarcsiová, PhD.						
Last change: 12.09.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PSPex002/22	Course title: Communication in sign language - professional signing
Educational activities: Type of activities: practicals Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (exercise) - combined method. Student workload: 5 hours of teaching; 20 hours of preparation for the interim assessment; 30 hours of preparation for the final test. A total of 55 hours of student work. Learning methods: Small group work, role-play method, didactic games, practice	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester the student will be evaluated by two control tests (2x max. 50 points). The tests are focused on practical mastery of individual lessons from the course. A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-Excellent performance, student knows/mastered/practically and theoretically mastered lessons from selected sign language topics, able to apply to practice; B-Excellent performance, student knows/mastered, practically and theoretically mastered lessons from basic sign language topics, able to apply to practice; C-good performance, student knows/learns, practically masters lessons from selected sign language topics, partially able to apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice, partially practically and theoretically masters lessons from selected sign language topics; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the specified criteria.	

Scale of assessment (preliminary/final): 100/0						
Learning outcomes: The student will gain practical experience in communicating with deaf people in sign language, which he/she will be able to use adequately in practice and in the school environment in the education of children/pupils with hearing impairment. The student deepens and practises his/her skills in manual forms of communication - in sign language, in finger alphabet. Develops his/her signing vocabulary in vocational subjects in schools. He pays attention to the accuracy of his signing, observes the parameters for individual signing, corrects his mistakes. The student develops communication skills, organizational skills, interpersonal skills, creativity, abstract thinking skills, motivation, ability to learn, ability to communicate in a manual form of communication.						
Class syllabus: 1.Specialised shifts in individual subjects resulting from the educational programme - e.g. mathematics, Slovak language and literature, national science, natural science 2. Regional, school, children's shifts - basic characteristics, differences 3. Indirect naming in sign language 4. The meaning and role of sign language, analysis of sign language						
Recommended literature: Compulsory readings: TARCSIOVÁ, D., - video sequences taken. Link: https://www.youtube.com/channel/UCzvLexnNmS5lusi4GBjSqsw TARCSIOVÁ, D., 2010. Základy posunkového jazyka pre študentov.1. vyd. Bratislava: Mabag, 2010. [CDEROM] ISBN 978-80-89113-80-4. Recommended readings: KOUDELKOVÁ, Š. a TARCSIOVÁ, D.,2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím, Bratislava: IRIS s.r.o., 202 s., ISBN 9788082000156. TARCSIOVÁ, D., 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania komunikačnej bariéry. Bratislava: Sapiaientia, 2005. ISBN 80-969112-7-9. ŠMEHILOVÁ, A., 2011. Školské posunky I. Nitra: Effeta, 2011. ISBN 978-80-89245-22-2.						
Languages necessary to complete the course: Slovak language and sign language						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Miroslava Tomášková, PhD., prof. PaedDr. Darina Tarcsiová, PhD.						
Last change: 12.09.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PSPex007/22	Course title: Didactics of primary education of the hearing impaired
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 11s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 11 hours of teaching per semester (5 hours lecture + 6 hours seminar) - combined method. Student workload: 11 hours of teaching; 36 hours of developing portfolio assignments, 20 hours of preparation for the presentation of portfolio assignments, 45 hours of preparation for the exam. A total of 112 hours of student work. Learning methods: Monological methods - lecturing, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, practice. Guided self-study - work with text, preparation of individual lessons.	
Number of credits: 4	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Throughout the semester, the student will be evaluated continuously through a portfolio in which he/she will save all assignments submitted by the instructor during the semester. The student has the opportunity to earn 50 points on the interim evaluation. In the examination period, the course is concluded with a written examination of the knowledge acquired throughout the semester worth 50 points. A score of 60% is required to pass the test. In total, the student has the opportunity to earn 100 points on the midterm and final evaluations. A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 71 points is required for a C grade, a minimum of 61 points is required for a D grade and a minimum of 51 points is required for an E grade. Credit will not be awarded to a student who scores less than 50 points in the written test. The grade shall be awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-71%, good - normal reliable work), D (70-61%, satisfactory - acceptable results), E (60-51%, satisfactory - results meet minimum criteria), Fx (50-0%, inadequate - extra work required).	

A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.

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

Learning outcomes:

The student acquires theoretical knowledge in the field of primary education of pupils with hearing impairment, orientates himself in the relevant legislation (school law, relevant decrees, state educational programme), characterizes the specifics of primary education of the hearing impaired. The student gets an overview of the possibilities of primary education of the hearing impaired, the profile of the graduate, key competences, educational areas and cross-cutting themes, objectives of primary education, educational standards and framework curricula, teaching methods, organisational forms, staffing, material and technical support. The student will gain an overview of the characteristics and objectives of individual subjects of primary education, their position in the educational programme for pupils with hearing impairment ISCED1.

The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and thinking in context.

Class syllabus:

1. Education of pupils with hearing impairment at the primary education level. State educational programme for primary education - 1st stage of primary school studies. Educational programme for pupils with hearing impairment at the primary level of education. Key competences of a pupil with hearing impairment. Educational areas and cross-cutting themes. Educational standards and framework curricula. Methods and forms of education for pupils with hearing impairment.

2. Didactic (teaching) principles. Special-educational and special-didactic principles. Teaching methods. Special methods. Organisational forms. Teaching aids and didactic equipment. Didactic games and their use. Learning and teaching objectives. Types and structure of lessons. Key competences. Assessment of learning outcomes, functions and forms of assessment.

3. The position of mathematics in the educational programme for pupils with hearing impairment ISCED 1, objectives of teaching mathematics, content of education, didactical analysis of the curriculum. Differences in mathematical skills between intact pupils and pupils with hearing impairment. Mathematical thinking and pupils with hearing impairment. Methods and forms of education. Word problems and pupils with hearing impairment. Impairment of mathematical abilities.

4. The position of the Slovak language in the curriculum for pupils with hearing impairment ISCED 1. Content of the teaching subject. Content, tasks and methods of education in the teaching subject Slovak language and literature in preparatory to fourth year of primary school for pupils with hearing impairment. Teacher's competences, pupil's competences. Specifics of education of pupils with hearing impairment in the subject of SJL. Writing and style education. Aim of education, reading and literacy at the primary level of education, stages of reading, specifics of reading of pupils with hearing impairment. Approaches to reading acquisition for pupils with hearing impairment, based on the use of sign and oral language. Reading methods. Alternative approaches to reading.

5. The position of science and social studies education in the ISCED 1 curriculum for pupils with hearing impairment. The roles of science and social studies education. Teaching the subject of primary education, science and social studies at the primary level. Specific methods. Use of ICT and modern teaching concepts.

6.Educational subjects and their position in the curriculum for pupils with hearing impairment.

Recommended literature:

Compulsory readings:

Štátny vzdelávací program ISCED I - Obsahový a výkonový vzdelávací štandard pre I. stupeň štúdia základnej školy pre žiakov so sluchovým postihnutím.

SCHMIDTOVÁ M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím. Bratislava: Iris, 2016. 145 s. ISBN 978-80-89726-59-2.

SCHMIDTOVÁ, M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava: IRIS, 2016. s. 354. ISBN 978-80-89726-87-5.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

Recommended readings:

GAVORA, P. a kol. (2008): Ako rozvíjať porozumenie textu u žiaka. Nitra: ENIGMA, 2008. s. 193. ISBN 978-80-89132-57-7.

HAMPL, I., SCHMIDTOVÁ, M. (2016): Špecifiká edukácie detí s poruchou sluchu v ranom veku. Bratislava: IRIS. 2016. s. 222. ISBN 978-80-89726-85-1.

HEJNÝ – KUŘINA, 2001. Dítě, škola, matematika. Praha : Portal, 2001

KLIMOVIČ, M.: Tvorivé písanie v primárnej škole. Prešov: Prešovská univerzita 2009.

KOLBASKÁ, V. 2006. Hra ako integračný prostriedok vo vyučovaní matematiky základných škôl. Bratislava : MPC, 2006. ISBN 80-8052-276-6.

NAVRÁTILOVÁ, K., BUJNOVÁ, E., IVANOVIČOVÁ, J. Vlastiveda na 1. stupni základnej školy : vybrané kapitoly z didaktiky vlastivedy. Nitra : UKF, 2002. 198 s. ISBN 80-8050-564-0.

PALENČAROVÁ, J. - KUPCOVÁ, J. - KESSELOVÁ, J. 2003. Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 240 s.

PARTOVÁ, E. a kol. 2008. Didaktika elementárnej matematiky [online]. Dostupné na: www.delmat.fedu.uniba.sk

PODROUŽEK, L. – JÚVA, J. 2004. Přírodověda s didaktikou pro primární školu. Pelhřimov : Aleš Čeněk, s.r.o., 2004

SOURALOVÁ, E. (2002): Čtení neslyšících. 1. vyd. Olomouc: Univerzita Palackého, 2002, s. 74. ISBN 80-244-0433-8.

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava: Sapia, 2005. ISBN 80-969112-7-9

TARCSIOVÁ, D. (2003): Čítanie a nepočujúce deti In: Speciální pedagogika, 2003, roč. 13, č. 2, s. 99–112.

ZBORTEKOVÁ K. 2002. Matematická spôsobilosť ťažko sluchovo postihnutých detí a možnosti ich stimulácie. In Speciální pedagogika 3, Praha

ŽOLDOŠOVÁ, K. 2006 Východiská primárneho prírodovedného vzdelávania. Bratislava: Veda, 2006.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.
Last change: 12.09.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PSPex007/22	Course title: Didactics of primary education of the hearing impaired
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 11s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 11 hours of teaching per semester (5 hours lecture + 6 hours seminar) - combined method. Student workload: 11 hours of teaching; 36 hours of developing portfolio assignments, 20 hours of preparation for the presentation of portfolio assignments, 45 hours of preparation for the exam. A total of 112 hours of student work. Learning methods: Monological methods - lecturing, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, practice. Guided self-study - work with text, preparation of individual lessons.	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Throughout the semester, the student will be evaluated continuously through a portfolio in which he/she will save all assignments submitted by the instructor during the semester. The student has the opportunity to earn 50 points on the interim evaluation. In the examination period, the course is concluded with a written examination of the knowledge acquired throughout the semester worth 50 points. A score of 60% is required to pass the test. In total, the student has the opportunity to earn 100 points on the midterm and final evaluations. A minimum of 91 points is required for an A grade, a minimum of 81 points is required for a B grade, a minimum of 71 points is required for a C grade, a minimum of 61 points is required for a D grade and a minimum of 51 points is required for an E grade. Credit will not be awarded to a student who scores less than 50 points in the written test. The grade shall be awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-71%, good - normal reliable work), D (70-61%, satisfactory - acceptable results), E (60-51%, satisfactory - results meet minimum criteria), Fx (50-0%, inadequate - extra work required).	

A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.

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

Learning outcomes:

The student acquires theoretical knowledge in the field of primary education of pupils with hearing impairment, orientates himself in the relevant legislation (school law, relevant decrees, state educational programme), characterizes the specifics of primary education of the hearing impaired. The student gets an overview of the possibilities of primary education of the hearing impaired, the profile of the graduate, key competences, educational areas and cross-cutting themes, objectives of primary education, educational standards and framework curricula, teaching methods, organisational forms, staffing, material and technical support. The student will gain an overview of the characteristics and objectives of individual subjects of primary education, their position in the educational programme for pupils with hearing impairment ISCED1.

The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and thinking in context.

Class syllabus:

1. Education of pupils with hearing impairment at the primary education level. State educational programme for primary education - 1st stage of primary school studies. Educational programme for pupils with hearing impairment at the primary level of education. Key competences of a pupil with hearing impairment. Educational areas and cross-cutting themes. Educational standards and framework curricula. Methods and forms of education for pupils with hearing impairment.

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3. The position of mathematics in the educational programme for pupils with hearing impairment ISCED 1, objectives of teaching mathematics, content of education, didactical analysis of the curriculum. Differences in mathematical skills between intact pupils and pupils with hearing impairment. Mathematical thinking and pupils with hearing impairment. Methods and forms of education. Word problems and pupils with hearing impairment. Impairment of mathematical abilities.

4. The position of the Slovak language in the curriculum for pupils with hearing impairment ISCED 1. Content of the teaching subject. Content, tasks and methods of education in the teaching subject Slovak language and literature in preparatory to fourth year of primary school for pupils with hearing impairment. Teacher's competences, pupil's competences. Specifics of education of pupils with hearing impairment in the subject of SJL. Writing and style education. Aim of education, reading and literacy at the primary level of education, stages of reading, specifics of reading of pupils with hearing impairment. Approaches to reading acquisition for pupils with hearing impairment, based on the use of sign and oral language. Reading methods. Alternative approaches to reading.

5. The position of science and social studies education in the ISCED 1 curriculum for pupils with hearing impairment. The roles of science and social studies education. Teaching the subject of primary education, science and social studies at the primary level. Specific methods. Use of ICT and modern teaching concepts.

6.Educational subjects and their position in the curriculum for pupils with hearing impairment.

Recommended literature:

Compulsory readings:

Štátny vzdelávací program ISCED I - Obsahový a výkonový vzdelávací štandard pre I. stupeň štúdia základnej školy pre žiakov so sluchovým postihnutím.

SCHMIDTOVÁ M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím. Bratislava: Iris, 2016. 145 s. ISBN 978-80-89726-59-2.

SCHMIDTOVÁ, M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava: IRIS, 2016. s. 354. ISBN 978-80-89726-87-5.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

Recommended readings:

GAVORA, P. a kol. (2008): Ako rozvíjať porozumenie textu u žiaka. Nitra: ENIGMA, 2008. s. 193. ISBN 978-80-89132-57-7.

HAMPL, I., SCHMIDTOVÁ, M. (2016): Špecifiká edukácie detí s poruchou sluchu v ranom veku. Bratislava: IRIS. 2016. s. 222. ISBN 978-80-89726-85-1.

HEJNÝ – KUŘINA, 2001. Dítě, škola, matematika. Praha : Portal, 2001

KLIMOVIČ, M.: Tvorivé písanie v primárnej škole. Prešov: Prešovská univerzita 2009.

KOLBASKÁ, V. 2006. Hra ako integračný prostriedok vo vyučovaní matematiky základných škôl. Bratislava : MPC, 2006. ISBN 80-8052-276-6.

NAVRÁTILOVÁ, K., BUJNOVÁ, E., IVANOVIČOVÁ, J. Vlastiveda na 1. stupni základnej školy : vybrané kapitoly z didaktiky vlastivedy. Nitra : UKF, 2002. 198 s. ISBN 80-8050-564-0.

PALENČAROVÁ, J. - KUPCOVÁ, J. - KESSELOVÁ, J. 2003. Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 240 s.

PARTOVÁ, E. a kol. 2008. Didaktika elementárnej matematiky [online]. Dostupné na: www.delmat.fedu.uniba.sk

PODROUŽEK, L. – JÚVA, J. 2004. Přírodověda s didaktikou pro primární školu. Pelhřimov : Aleš Čeněk, s.r.o., 2004

SOURALOVÁ, E. (2002): Čtení neslyšících. 1. vyd. Olomouc: Univerzita Palackého, 2002, s. 74. ISBN 80-244-0433-8.

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. Bratislava: Sapienta, 2005. ISBN 80-969112-7-9

TARCSIOVÁ, D. (2003): Čítanie a nepočujúce deti In: Speciální pedagogika, 2003, roč. 13, č. 2, s. 99–112.

ZBORTEKOVÁ K. 2002. Matematická spôsobilosť ťažko sluchovo postihnutých detí a možnosti ich stimulácie. In Speciální pedagogika 3, Praha

ŽOLDOŠOVÁ, K. 2006 Východiská primárneho prírodovedného vzdelávania. Bratislava: Veda, 2006.

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.
Last change: 12.09.2023
Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PZPex005/22	Course title: Didactics of primary education of the visually impaired
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 8s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 8 hours of teaching per semester (4 hours lecture + 4 hours seminar), combined method Student's workload: 8 hours of teaching; 30 hours of preparation for the interim assessment; 35 hours of semester work preparation; 42 hours of preparation for the final assessment; TOTAL: 115 hours of student work. Methods of delivering the content of education: interpretation of the curriculum, lecturing, discussion, brainstorming, methods of practical activity, analysis of educational situations, self-study..	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student must complete a semester paper on a topic assigned by the professor, for which he/she may earn 20 points. There will be one midterm test during the semester in which the student may earn a maximum of 20 points. In the final written test, the student may score a maximum of 60 points. A student who scores at least 25 points during the semester will be admitted to the final test. Grades are awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. A - excellent performance, the student masters the concepts and terminology related to didactics of primary education of the visually impaired, he/she can transfer what he/she has learnt to the practical level, he/she thinks critically and evaluates special pedagogical processes and phenomena, the term paper meets all the set criteria;	

B - excellent performance, the student knows the concepts and terminology related to the didactics of primary education of the visually impaired, but there are minor deficiencies in the transfer of what has been learned; there are also minor deficiencies in the term paper; critical thinking is slightly weakened;

C - good performance, although the student has mastered the concepts and terminology related to the didactics of primary education of the visually impaired, but he/she can only partially transfer what he/she has learnt to the practical level; the term paper is slightly deficient;

D - acceptable performance, the student has only partially mastered the concepts and terminology related to the didactics of primary education of the visually impaired, he/she is only partially oriented in the issue, he/she transfers what he/she has learned to the practical level with difficulties; his/her term paper meets the criteria only partially;

E - minimally acceptable performance, the student has mastered the subject matter minimally, cannot adequately transfer what he/she has learned to the practical plane, the term paper meets only elementary criteria, critical thinking and evaluation is significantly weakened;

Fx - unacceptable performance, the student has not mastered the material, has not met the conditions set by the teacher during the semester.

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

Learning outcomes:

The goal of the course is to provide students with theoretical knowledge and practical skills in the field of didactics of primary education of pupils with visual impairment. After completing the course, the student will be familiar with and oriented in educational programs with an emphasis on the educational program for children and pupils with visual impairment. They will acquire key competences for methodical and didactic management of the educational process at the primary level of education for the visually impaired with regard to the type and degree of their visual impairments and the consequences resulting from them. They will acquire and understand the specifics of education of the visually impaired and will be able to apply special educational procedures in the educational process using appropriate methods and didactic procedures. He/she will understand didactics as a basis for the deliberate and erudite organisation of teaching and learning processes.

The student will develop his/her communication skills, digital competences, critical thinking, contextual reasoning and creative potential.

Class syllabus:

Didactics of primary education of the visually impaired. The student will acquire knowledge in the field of terminological definition, goals, tasks, forms, methods, means of education. The student will learn to navigate in pedagogical documents.

Specific goals of education of pupils with visual impairment. The student will understand and be able to apply the principles of education and training of the visually impaired, in particular the principle of prevention of visual defectiveness, correction of visual defectiveness, the requirement of integration of the visually impaired, as well as the principle of compensation and re-education of vision. Acquire the ability to consistently apply an individual approach to a pupil with a visual impairment, taking into account the consequences of the visual impairment.

Subject of the teaching process. Development of key competences in the pupil with visual impairment. Students will understand the position of the pupil with a visual impairment in the educational process and learn effective didactic practices that support not only the pupils' knowledge potential but also their key competences (including curriculum-specific competences).

Applying didactic practices taking into account the cognitive processes, abilities, competences and individual characteristics of pupils with disabilities. Transformative and supportive components of the teaching process. Design of the teaching process.

The specifics of teaching and didactic practices for pupils in primary education in the different areas of education. Students will acquire knowledge and procedures on how to apply didactic practices in individual areas of education, especially focusing on: didactics of Slovak language and literature (area of language and communication); didactics of natural science subjects (areas of mathematics and information work, man and nature); didactics of social science subjects (areas of man and society, man and values, man and the world of work); didactics of education (areas of art and culture, health and movement). Particular attention will be paid to the acquisition of didactic procedures in the didactics of subjects from the educational field of Special Educational Support - individual tyflopodic training, orientation and mobility, movement training.

Assessment, evaluation of the educational process, didactic analysis and projection of the curriculum. The student will acquire knowledge about the methods and procedures of evaluation of the educational process, will learn what are the possibilities of analysis of the educational process. Didactic technology, digital technologies, assistive technologies, devices and aids for the disabled in teaching. The student will acquire competences to adequately use didactic technology, digital and assistive technologies in the education of pupils with disabilities.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS. S. 245. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

Metodické príručky k jednotlivým predmetom vzdelávania.

Prípravy učiteľa na vyučovanie.

Vzdelávací program pre deti a žiakov so zrakovým postihnutím. Schválilo Ministerstvo školstva Slovenskej republiky pod číslom CDE2008-18550/39582-1:914 dňa 26. mája 2009.

Recommended readings:

ČAJKA, K. Úvod do pedagogiky zrakovo postihnutých. Ružomberok: PdF KU, 2007. S. 70. ISBN 978-80-8084-245-1.

FINKOVÁ, D. a kol. Speciální pedagogika osob se zrakovým postižením. Olomouc: UPOL, 2007. ISBN 978-80-24417-99-8.

NÉMETH, O.: Slabozrakosť ako pedagogický problém. Bratislava: SAPIENTIA, 1999.

JESENSKÝ, J. 2002. Edukace a rehabilitace zrakově postižených na prahu nového milénia.

Hradec Králové: Gaudeamus. ISBN 80-7041-041-8.

JESENSKÝ, J. a kol. 2007. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.

POŽÁR, L. A KOL.: Školská integrácia detí a mládeže s poruchami zraku. Bratislava: UK, 1996.

RŮŽIČKOVÁ, V. Integrace zrakově postiženého žáka do základní školy. Olomouc: UP, 2006.

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. PaedDr. Jana Lopúchová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PZPex005/22	Course title: Didactics of primary education of the visually impaired
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 8s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 8 hours of teaching per semester (4 hours lecture + 4 hours seminar), combined method Student's workload: 8 hours of teaching; 30 hours of preparation for the interim assessment; 35 hours of semester work preparation; 42 hours of preparation for the final assessment; TOTAL: 115 hours of student work. Methods of delivering the content of education: interpretation of the curriculum, lecturing, discussion, brainstorming, methods of practical activity, analysis of educational situations, self-study..	
Number of credits: 4	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student must complete a semester paper on a topic assigned by the professor, for which he/she may earn 20 points. There will be one midterm test during the semester in which the student may earn a maximum of 20 points. In the final written test, the student may score a maximum of 60 points. A student who scores at least 25 points during the semester will be admitted to the final test. Grades are awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. A - excellent performance, the student masters the concepts and terminology related to didactics of primary education of the visually impaired, he/she can transfer what he/she has learnt to the practical level, he/she thinks critically and evaluates special pedagogical processes and phenomena, the term paper meets all the set criteria;	

B - excellent performance, the student knows the concepts and terminology related to the didactics of primary education of the visually impaired, but there are minor deficiencies in the transfer of what has been learned; there are also minor deficiencies in the term paper; critical thinking is slightly weakened;

C - good performance, although the student has mastered the concepts and terminology related to the didactics of primary education of the visually impaired, but he/she can only partially transfer what he/she has learnt to the practical level; the term paper is slightly deficient;

D - acceptable performance, the student has only partially mastered the concepts and terminology related to the didactics of primary education of the visually impaired, he/she is only partially oriented in the issue, he/she transfers what he/she has learned to the practical level with difficulties; his/her term paper meets the criteria only partially;

E - minimally acceptable performance, the student has mastered the subject matter minimally, cannot adequately transfer what he/she has learned to the practical plane, the term paper meets only elementary criteria, critical thinking and evaluation is significantly weakened;

Fx - unacceptable performance, the student has not mastered the material, has not met the conditions set by the teacher during the semester.

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

Learning outcomes:

The goal of the course is to provide students with theoretical knowledge and practical skills in the field of didactics of primary education of pupils with visual impairment. After completing the course, the student will be familiar with and oriented in educational programs with an emphasis on the educational program for children and pupils with visual impairment. They will acquire key competences for methodical and didactic management of the educational process at the primary level of education for the visually impaired with regard to the type and degree of their visual impairments and the consequences resulting from them. They will acquire and understand the specifics of education of the visually impaired and will be able to apply special educational procedures in the educational process using appropriate methods and didactic procedures. He/she will understand didactics as a basis for the deliberate and erudite organisation of teaching and learning processes.

The student will develop his/her communication skills, digital competences, critical thinking, contextual reasoning and creative potential.

Class syllabus:

Didactics of primary education of the visually impaired. The student will acquire knowledge in the field of terminological definition, goals, tasks, forms, methods, means of education. The student will learn to navigate in pedagogical documents.

Specific goals of education of pupils with visual impairment. The student will understand and be able to apply the principles of education and training of the visually impaired, in particular the principle of prevention of visual defectiveness, correction of visual defectiveness, the requirement of integration of the visually impaired, as well as the principle of compensation and re-education of vision. Acquire the ability to consistently apply an individual approach to a pupil with a visual impairment, taking into account the consequences of the visual impairment.

Subject of the teaching process. Development of key competences in the pupil with visual impairment. Students will understand the position of the pupil with a visual impairment in the educational process and learn effective didactic practices that support not only the pupils' knowledge potential but also their key competences (including curriculum-specific competences).

Applying didactic practices taking into account the cognitive processes, abilities, competences and individual characteristics of pupils with disabilities. Transformative and supportive components of the teaching process. Design of the teaching process.

The specifics of teaching and didactic practices for pupils in primary education in the different areas of education. Students will acquire knowledge and procedures on how to apply didactic practices in individual areas of education, especially focusing on: didactics of Slovak language and literature (area of language and communication); didactics of natural science subjects (areas of mathematics and information work, man and nature); didactics of social science subjects (areas of man and society, man and values, man and the world of work); didactics of education (areas of art and culture, health and movement). Particular attention will be paid to the acquisition of didactic procedures in the didactics of subjects from the educational field of Special Educational Support - individual tyflopodic training, orientation and mobility, movement training.

Assessment, evaluation of the educational process, didactic analysis and projection of the curriculum. The student will acquire knowledge about the methods and procedures of evaluation of the educational process, will learn what are the possibilities of analysis of the educational process. Didactic technology, digital technologies, assistive technologies, devices and aids for the disabled in teaching. The student will acquire competences to adequately use didactic technology, digital and assistive technologies in the education of pupils with disabilities.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS. S. 245. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

Metodické príručky k jednotlivým predmetom vzdelávania.

Prípravy učiteľa na vyučovanie.

Vzdelávací program pre deti a žiakov so zrakovým postihnutím. Schválilo Ministerstvo školstva Slovenskej republiky pod číslom CDE2008-18550/39582-1:914 dňa 26. mája 2009.

Recommended readings:

ČAJKA, K. Úvod do pedagogiky zrakovo postihnutých. Ružomberok: PdF KU, 2007. S. 70. ISBN 978-80-8084-245-1.

FINKOVÁ, D. a kol. Speciální pedagogika osob se zrakovým postižením. Olomouc: UPOL, 2007. ISBN 978-80-24417-99-8.

NÉMETH, O.: Slabozrakosť ako pedagogický problém. Bratislava: SAPIENTIA, 1999.

JESENSKÝ, J. 2002. Edukace a rehabilitace zrakově postižených na prahu nového milénia. Hradec Králové: Gaudeamus. ISBN 80-7041-041-8.

JESENSKÝ, J. a kol. 2007. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. 1. vyd. Praha: UJAK, 2007. 659 s. ISBN 978-80-86723-49-5.

POŽÁR, L. A KOL.: Školská integrácia detí a mládeže s poruchami zraku. Bratislava: UK, 1996.

RŮŽIČKOVÁ, V. Integrace zrakově postiženého žáka do základní školy. Olomouc: UP, 2006.

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. PaedDr. Jana Lopúchová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PZPex006/22	Course title: Reeducation of vision
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (seminar), combined method Student's workload: 5 hours of teaching; 20 hours self-study, 15 hours preparation of seminar work and its presentation; 35 hours of preparation for the final written test, TOTAL: 75 hours of student work. Methods of delivering the training content: explanation of the material, discussion, demonstration of re-education procedures, small group work, solving model situations, self-study.	
Number of credits: 3	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will develop a re-education exercise to support the child's visual functions as part of the seminar work, where he/she can earn a maximum of 30 points (min. 20). In the final exam through a written test, the student may receive a maximum of 70 points. The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. A - excellent performance, the student has mastered the basic concepts in the field of vision reeducation and reeducation procedures, he/she is able to apply what he/she has learnt on the theoretical level to the practical level; he/she is excellent in presenting reeducation activities, the seminar paper meets all the criteria set; the student thinks and evaluates critically; B - excellent performance, the student knows the basic concepts in the field of vision reeducation and reeducation procedures, however, in the application of knowledge to the practical level there are slight deficiencies - the student solves the presentation of reeducation activities with minor	

hesitations; he/she is able to present reeducation activities appropriately, there are slight deficiencies in the seminar work; critical thinking is borderline;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to the practical level; he/she has problems with complex solution of model re-education situations and with presenting re-education activities, the seminar work is deficient;

D - acceptable performance, the student has only partially mastered the knowledge, has significant deficiencies in the subject matter, cannot apply what he/she has learnt to the practical plane, has problems solving model situations and deficiencies also appear in the presentation of re-education activities; his/her seminar work meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately to the practical plane and present re-education activities in front of the practice group; the seminar work meets the elementary requirements.

Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the requirements set by the teacher during the semester.

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

Learning outcomes:

The student will acquire basic knowledge of the physiology and pathophysiology of binocular vision. The student will acquire and understand the basic concepts (on the theoretical level) and acquire practical competences (on the praxeological level) in pleoptics and orthoptics. Acquire the skills to implement practical re-education procedures. Acquire the ability to develop visual re-education programmes. Learn to work with innovative methods of vision reeducation - Sachsenweger, Hatcher-Rosenbauer, PC programs for vision reeducation, etc.

Class syllabus:

Re-education of vision in children with binocular vision defects as part of the pedagogy of the visually impaired. The student will learn the basic concepts, acquire knowledge in the field of vision re-education as a process.

The student is oriented in the issues of binocular vision disorders, has knowledge of the physiology and stages of binocular vision. The student learns the concepts and differentiation of amblyopia, strabismus and monocularism.

He/she is oriented in the system of special vision exercises - pleoptics and orthoptics. Can identify the different pleoptic and orthoptic exercises.

Becomes familiar with and understands the re-education process and its conditions. Gain knowledge of vision re-education for preschool and young school-age children, and vision re-education for adult individuals with visual impairment. Recognizes and can apply the principles of visual perception re-education.

Training of individual components of visual perception - the student will acquire the skills to practically apply in the process of reeducation training of orientation in space, training of visual differentiation, training of right-left orientation, training of right-left eye movement, training of visual analysis and synthesis, training of visual memory, training of colour perception and colour refinement, training of shape perception, training of surface perception, training of space perception and orientation in space, training of depth perception.

The influence of light on the development of visual functions. The student will understand the importance of proper and effective lighting on the reeducation process, learn the importance of light filters for visual reeducation.

Lower compensatory mechanisms. Higher compensatory mechanisms. The student is oriented to lower and higher compensatory mechanisms, learns their importance, has knowledge of their application to the process of reeducation. Within the framework of the acquired skills he/she is able

to develop compensatory mechanisms through various (also innovative) re-education methods and activities.

Exercises and activities in the re-education process. The student will gain an overview, acquire knowledge of different re-education practices and programs. Orientation in visual stimulation, in exercises on chromatherapy tables, in stereoscopic visual exercises of Rudolf Sachsenweger. He/she is familiar with graphomotor exercises, computer programs for visual support, art re-education activities.

Understands the importance of children's expression in the educational and re-educational process. Alternative/innovative special education approaches in vision re-education for children with binocular vision disorders. Gain an overview of possible innovative approaches in vision re-education.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. Reedukácia a komplexná rehabilitácia zraku z jednotlivcov so zrakovým postihnutím. Bratislava: IRIS, 2010. ISBN 978-80-89238-40-8.

LOPÚCHOVÁ, J. Komplexná podpora rozvoja zrakových funkcií u jednotlivcov so zrakovým postihnutím s akcentom na reedukáciu zraku. In: Současná slovenská a česká speciální pedagogika v kontextu vědy a výzkumu. - Praha : Knihy nejen pro bohaté, 2014. - S. 163-200. - ISBN 978-80-86499-10-9

LOPÚCHOVÁ, J. Metodika na rozvoj zrakových funkcií v procese reedukácie zraku u detí s poruchami binokulárneho videnia : výskumné zistenia z overovania metodiky. In: Paedagogica specialis 30. - Bratislava : Univerzita Komenského v Bratislave, 2016. S. 182-191. ISBN 978-80-223-4155-4

LOPÚCHOVÁ, J. Z výskumu účinnosti reedukačných výtvarných techník u detí s poruchami binokulárneho videnia. In: Umenie v kontexte špeciálnej pedagogiky. - Bratislava : Iris, 2011. - S. 165-181. ISBN 978-80-89238-49-1

LOPÚCHOVÁ, J. Reedukačné činnosti ako prostriedok rozvíjania výtvarného nadania u detí a žiakov so zrakovým postihnutím. In: CREA-AE 2014 [elektronický zdroj]. - Zohor : Virvar, 2014. - S. 342-346 [online]. - ISBN 978-80-89693-03-0

Recommended readings:

LOPÚCHOVÁ, J.: Počítačový program ako inovatívna alternatíva na podporu zraku k tradičným reedukačným metódam. In: Sborník textů z 12. mezinárodní konference k problematice osob se specifickými potřebami a 7. mezinárodní dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2012. S. 493-521 [CD-ROM]. - ISBN 978-80-244-2966-3

LOPÚCHOVÁ, J. Nové možnosti a metódy reedukácie zraku u detí s poruchami binokulárneho videnia v predškolskom veku. In: Sborník 8. Mezinárodní konference k problematice osob se specifickými potřebami a 3. Dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2008. - S. 1-7 [CD-ROM]. ISBN 978-80-244-1911-4

LOPÚCHOVÁ, J. Výtvarné činnosti ako reedukačný prostriedok a súčasť komplexnej edukačnej činnosti binokulárne postihnutých detí v predškolskom veku. In: Efeta - otvor sa 2000 : Komplexná starostlivosť o deti a mládež so špeciálnymi výchovnými a vzdelávacími potrebami : Ročenka časopisu o komplexnej rehabilitácii ľudí s postihnutím. - Bratislava : Pedagogická fakulta, 2001. - S. 191-199. - ISBN 80-88868-68-8.

LOPÚCHOVÁ, J. Možnosti reedukácie u zrakovo a viacnásobne postihnutých detí. In: Nové trendy v edukácii a v starostlivosti o zrakovo postihnutých. - Bratislava : Jana Lopúchová, 2006. S. 63-66. - ISBN 80-969125-8-5

KVĚTOŇOVÁ-ŠVECOVÁ, L., MADLENER, I., ŘEHŮŘEK, J., VÍTKOVÁ, M. Možnosti reedukace zraku při kombinovaném postižení. Brno: Paido, 1999. ISBN 80-85931-75-3.

RŮŽIČKOVÁ, K. Reedukace zraku a její výcvik. In: JESENSKÝ, J. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. Praha: UJAK, 2007. ISBN 978-80-86723-49-5.

MORAVCOVÁ, D. 2004. Zrková terapie slabozrakých a pacientů s nízkým vizem. Praha: Triton, 2004. 204 s. ISBN 80-7254-476-4.

ROSENBAUER, H. W. Zrkové cvičenia. Ako predchádzať zrkovým poruchám a ako ich liečiť. Bratislava: Ikar, 1999. ISBN 978-80-7118-967-7.

GERINEC, A. Detská oftalmológia. Martin: Osveta, 2005. ISBN 80-80632-181-6.

KEBLOVÁ, A. Čich, hmat, sluchové vnímání, náprava binokulárních poruch. Praha: Septima, 1999. ISBN-.

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. PaedDr. Jana Lopúchová, PhD., Mgr. Marek Hlina

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PZPex006/22	Course title: Reeducation of vision
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (seminar), combined method Student's workload: 5 hours of teaching; 20 hours self-study, 15 hours preparation of seminar work and its presentation; 35 hours of preparation for the final written test, TOTAL: 75 hours of student work. Methods of delivering the training content: explanation of the material, discussion, demonstration of re-education procedures, small group work, solving model situations, self-study.	
Number of credits: 3	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will develop a re-education exercise to support the child's visual functions as part of the seminar work, where he/she can earn a maximum of 30 points (min. 20). In the final exam through a written test, the student may receive a maximum of 70 points. The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. A - excellent performance, the student has mastered the basic concepts in the field of vision reeducation and reeducation procedures, he/she is able to apply what he/she has learnt on the theoretical level to the practical level; he/she is excellent in presenting reeducation activities, the seminar paper meets all the criteria set; the student thinks and evaluates critically; B - excellent performance, the student knows the basic concepts in the field of vision reeducation and reeducation procedures, however, in the application of knowledge to the practical level there are slight deficiencies - the student solves the presentation of reeducation activities with minor	

hesitations; he/she is able to present reeducation activities appropriately, there are slight deficiencies in the seminar work; critical thinking is borderline;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to the practical level; he/she has problems with complex solution of model re-education situations and with presenting re-education activities, the seminar work is deficient;

D - acceptable performance, the student has only partially mastered the knowledge, has significant deficiencies in the subject matter, cannot apply what he/she has learnt to the practical plane, has problems solving model situations and deficiencies also appear in the presentation of re-education activities; his/her seminar work meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately to the practical plane and present re-education activities in front of the practice group; the seminar work meets the elementary requirements.

Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not fulfilled the requirements set by the teacher during the semester.

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

Learning outcomes:

The student will acquire basic knowledge of the physiology and pathophysiology of binocular vision. The student will acquire and understand the basic concepts (on the theoretical level) and acquire practical competences (on the praxeological level) in pleoptics and orthoptics. Acquire the skills to implement practical re-education procedures. Acquire the ability to develop visual re-education programmes. Learn to work with innovative methods of vision reeducation - Sachsenweiger, Hätcher-Rosenbauer, PC programs for vision reeducation, etc.

Class syllabus:

Re-education of vision in children with binocular vision defects as part of the pedagogy of the visually impaired. The student will learn the basic concepts, acquire knowledge in the field of vision re-education as a process.

The student is oriented in the issues of binocular vision disorders, has knowledge of the physiology and stages of binocular vision. The student learns the concepts and differentiation of amblyopia, strabismus and monocularism.

He/she is oriented in the system of special vision exercises - pleoptics and orthoptics. Can identify the different pleoptic and orthoptic exercises.

Becomes familiar with and understands the re-education process and its conditions. Gain knowledge of vision re-education for preschool and young school-age children, and vision re-education for adult individuals with visual impairment. Recognizes and can apply the principles of visual perception re-education.

Training of individual components of visual perception - the student will acquire the skills to practically apply in the process of reeducation training of orientation in space, training of visual differentiation, training of right-left orientation, training of right-left eye movement, training of visual analysis and synthesis, training of visual memory, training of colour perception and colour refinement, training of shape perception, training of surface perception, training of space perception and orientation in space, training of depth perception.

The influence of light on the development of visual functions. The student will understand the importance of proper and effective lighting on the reeducation process, learn the importance of light filters for visual reeducation.

Lower compensatory mechanisms. Higher compensatory mechanisms. The student is oriented to lower and higher compensatory mechanisms, learns their importance, has knowledge of their application to the process of reeducation. Within the framework of the acquired skills he/she is able

to develop compensatory mechanisms through various (also innovative) re-education methods and activities.

Exercises and activities in the re-education process. The student will gain an overview, acquire knowledge of different re-education practices and programs. Orientation in visual stimulation, in exercises on chromatherapy tables, in stereoscopic visual exercises of Rudolf Sachsenweger. He/she is familiar with graphomotor exercises, computer programs for visual support, art re-education activities.

Understands the importance of children's expression in the educational and re-educational process. Alternative/innovative special education approaches in vision re-education for children with binocular vision disorders. Gain an overview of possible innovative approaches in vision re-education.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. Reedukácia a komplexná rehabilitácia zraku z jednotlivcov so zrakovým postihnutím. Bratislava: IRIS, 2010. ISBN 978-80-89238-40-8.

LOPÚCHOVÁ, J. Komplexná podpora rozvoja zrakových funkcií u jednotlivcov so zrakovým postihnutím s akcentom na reedukáciu zraku. In: Současná slovenská a česká speciální pedagogika v kontextu vědy a výzkumu. - Praha : Knihy nejen pro bohaté, 2014. - S. 163-200. - ISBN 978-80-86499-10-9

LOPÚCHOVÁ, J. Metodika na rozvoj zrakových funkcií v procese reedukácie zraku u detí s poruchami binokulárneho videnia : výskumné zistenia z overovania metodiky. In: Paedagogica specialis 30. - Bratislava : Univerzita Komenského v Bratislave, 2016. S. 182-191. ISBN 978-80-223-4155-4

LOPÚCHOVÁ, J. Z výskumu účinnosti reedukačných výtvarných techník u detí s poruchami binokulárneho videnia. In: Umenie v kontexte špeciálnej pedagogiky. - Bratislava : Iris, 2011. - S. 165-181. ISBN 978-80-89238-49-1

LOPÚCHOVÁ, J. Reedukačné činnosti ako prostriedok rozvíjania výtvarného nadania u detí a žiakov so zrakovým postihnutím. In: CREA-AE 2014 [elektronický zdroj]. - Zohor : Virvar, 2014. - S. 342-346 [online]. - ISBN 978-80-89693-03-0

Recommended readings:

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LOPÚCHOVÁ, J. Nové možnosti a metódy reedukácie zraku u detí s poruchami binokulárneho videnia v predškolskom veku. In: Sborník 8. Mezinárodní konference k problematice osob se specifickými potřebami a 3. Dramaterapeutická konference [elektronický zdroj]. - Olomouc : Univerzita Palackého, 2008. - S. 1-7 [CD-ROM]. ISBN 978-80-244-1911-4

LOPÚCHOVÁ, J. Výtvarné činnosti ako reedukačný prostriedok a súčasť komplexnej edukačnej činnosti binokulárne postihnutých detí v predškolskom veku. In: Efeta - otvor sa 2000 : Komplexná starostlivosť o deti a mládež so špeciálnymi výchovnými a vzdelávacími potrebami : Ročenka časopisu o komplexnej rehabilitácii ľudí s postihnutím. - Bratislava : Pedagogická fakulta, 2001. - S. 191-199. - ISBN 80-88868-68-8.

LOPÚCHOVÁ, J. Možnosti reedukácie u zrakovo a viacnásobne postihnutých detí. In: Nové trendy v edukácii a v starostlivosti o zrakovo postihnutých. - Bratislava : Jana Lopúchová, 2006. S. 63-66. - ISBN 80-969125-8-5

KVĚTOŇOVÁ-ŠVECOVÁ, L., MADLENER, I., ŘEHŮŘEK, J., VÍTKOVÁ, M. Možnosti reedukace zraku při kombinovaném postižení. Brno: Paido, 1999. ISBN 80-85931-75-3.

RŮŽIČKOVÁ, K. Reedukace zraku a její výcvik. In: JESENSKÝ, J. Prolegomena systému tyflorehabilitace a metodiky tyflorehabilitačních výcviků. Praha: UJAK, 2007. ISBN 978-80-86723-49-5.

MORAVCOVÁ, D. 2004. Zrková terapie slabozrakých a pacientů s nízkým vizem. Praha: Triton, 2004. 204 s. ISBN 80-7254-476-4.

ROSENBAUER, H. W. Zrkové cvičenia. Ako predchádzať zrkovým poruchám a ako ich liečiť. Bratislava: Ikar, 1999. ISBN 978-80-7118-967-7.

GERINEC, A. Detská oftalmológia. Martin: Osveta, 2005. ISBN 80-80632-181-6.

KEBLOVÁ, A. Čich, hmat, sluchové vnímání, náprava binokulárních poruch. Praha: Septima, 1999. ISBN-.

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. PaedDr. Jana Lopúchová, PhD., Mgr. Marek Hlina

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-PZPex010/22	Course title: Special education interventions for the visually impaired
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (seminar), combined method Student workload: 5 hours of teaching; 20 hours of semester work preparation; 26 hours of preparation for presenting intervention activities; TOTAL: 51 hours of student work. Methods of delivering the content of education: interpretation of the curriculum, lecturing, discussion, demonstration of intervention activities, small group work, self-study, problem solving tasks and model situations.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will prepare a term paper on a topic assigned by the instructor, from which he/she may earn a maximum of 40 points (min. 25 points). During the semester, the student will present in a group the proposed and elaborated intervention procedure within the assigned topic (type and degree of disability, type of diagnosis, diagnostic methods...) and explain the chosen intervention procedures. The student can obtain a maximum of 60 points (min. 40 points) from this outcome. The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. A - excellent performance, the student has mastered the basic concepts in the field of intervention for the disabled, he/she is able to apply what has been learnt on a theoretical level to a practical level; he/she is able to present intervention activities in an excellent manner, the term paper meets all the criteria set; the student is critically evaluated;	

B - excellent performance, the student has mastered the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - the presentation of intervention activities is solved with minor hesitations; he/she is able to present intervention activities appropriately, slight deficiencies are observed in the term paper; critical thinking is borderline;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to the practical level; he/she has problems with complex problem solving and with presenting intervention activities; the term paper has shortcomings;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in the practical plane, he/she has problems solving model situations and deficiencies also appear in the presentation of intervention activities; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately to the practical plane and present intervention activities in front of the practice group; the term paper meets the elementary requirements.

Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not met the requirements set by the teacher during the semester.

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

Learning outcomes:

After completing the course, students will have theoretical knowledge (knowledge) of intervention programs for children with visual impairment (VI) and will be able to apply them in practice (skills). At the same time, they will acquire the ability (competences) to methodically develop, process, apply and validate intervention activities/activities for children with visual impairment. Students will acquire knowledge and competences in the field of development and application of intervention programmes and techniques for individuals with visual impairment and their modifications with regard to the specifics of the individual's age, type, type and degree of visual impairment. Students will acquire the ability and skills to apply the acquired knowledge and competencies to the practical level through the development and presentation of intervention activities.

Class syllabus:

The student will learn the definition of basic terms, meaning, and goals of intervention activities for children with visual impairment (VI).

The student will learn and understand the eclectic and holistic concept of intervention approach for children with disabilities.

Acquires knowledge of social interventions for the visually impaired, communication interventions for the visually impaired, educational interventions for the visually impaired.

Understand the importance of intervention programmes in practice, their relevance and application.

The student will become familiar with intervention programs and how they can be applied to the care of young children with visual impairments. The student will learn intervention procedures and methods. The student will be able to analyse intervention activities and acquire the ability to implement interventions through play and in play situations.

The student will gain knowledge of available intervention programs and activities. The student will become familiar with the following available intervention programmes: OREGON project. INSITE Model in place. PAAVI project. REACH and TEACH child mobility development project. Sensory Integration Programme. STIP Tactile Perception Programme (Speed of Tactile of Information Processing. IN SIGHT project. KIJKDOOS. GOLDSTEIN's method of social communication. Filial therapy in the visually impaired. AAK programs. Strassmeier exercises for early childhood. ROZVÍJEJ se detatko (Eva Kiedronova). Overview of child development (Allen-Marotz). The Reynell-Zinkin Developmental Scale. Social maturity scale for blind preschool children (MaxfieldBuchholz). Natali Barraga's I.C.A.N. Visual Development Program. Look at me

program. Frostig's visual perception program. Hätscher-Rosenbauer visual exercises. Suggestions for working with multiply handicapped children.

Intervention programs focusing on the development of particular areas of child development. The student will gain knowledge of available intervention activities and programs for the development of: tactile perception, gross and fine motor skills, visuomotor skills, graphomotor skills, drawing, cognitive functions, visual perception, responsiveness, for re-education of hearing, speech skills, communication, stimulation of social development, development of self-care, independence, work habits, and emotional intelligence.

Parents as partners in intervention activities. The student will gain knowledge of the importance of partnering with parents in the implementation of intervention activities in the home setting.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J., SCHMIDTOVÁ, M., TARCSIOVÁ, D., KASTELOVÁ, A. 2013. Pedagogika zmyslovo postihnutých raného a predškolského veku. Bratislava : Iris. ISBN 978-80-89238-83-5

LOPÚCHOVÁ, J. Včasná intervencia, jej význam a úloha v živote zrakovo postihnutého dieťaťa. In: Efeta - otvor sa. - Roč. 9, č. 3 (1999), s. 4-5. - ISSN 1335-1397

LOPÚCHOVÁ, J. Včasná intervencia viacnásobne postihnutých detí. In: Včasná intervencia zrakovo postihnutých detí na Slovensku. - Bratislava : Pedagogická fakulta UK, 2001. - S. 17-22. - ISBN 80-88868-71-8

LOPÚCHOVÁ, J. K včasnej intervencii detí raného veku so zrakovým postihnutím.

In: Raná a predškolská starostlivosť o deti so zrakovým postihnutím na Slovensku [elektronický zdroj]. Senec : Slovenská únia mediátorov, 2009. - S. 10-20 [CD-ROM]. - ISBN 978-80-970251-3-7

LOPÚCHOVÁ, J. K problematike včasnej intervencie u zrakovo postihnutých detí v systéme špeciálnopedagogického poradenstva. (Efeta). In: Efeta otvor sa 2005 : Poradenstvo v špeciálnej a liečebnej pedagogike. - Martin : Osveta, 2006

LOPÚCHOVÁ, J. Včasná intervencia: špeciálna starostlivosť o zrakovo postihnuté deti. In: Učiteľské noviny. - Roč. 49, č. 3 (1999), s. 8. - ISSN 0139-5769

LOPÚCHOVÁ, J. Využitie vizuálnej stimulácie pri zvyšovaní úrovne funkčného zraku u detí so zrakovým a viacnásobným postihnutím. In: Paedagogica specialis 23. - Bratislava : Univerzita Komenského, 2007. - S. 129-132. ISBN 978-80-223-2387-1

LOPÚCHOVÁ, J. Podpora zrakového vnímania prostredníctvom stimulácie zraku u detí so zrakovým postihnutím. In: Trendy a nové výzvy v špeciálnej pedagogike. - Bratislava : Iris, 2010. - S. 503-516. ISBN 978-80-89238-36-1

LOPÚCHOVÁ, J. BALŠANOVÁ, A. Rozvoj sluchovej percepcie u detí so zrakovým postihnutím prostredníctvom aplikácie stimulačného programu s využitím prvkov muzikoterapie. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 153-165. ISBN 978-80-223-4010-6

LOPÚCHOVÁ, J. BAROŠOVÁ, V. Rozvoj grafomotorických zručností u detí predškolského veku so zrakovým postihnutím. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 166-180. ISBN 978-80-223-4010-6

Recommended readings:

LOPÚCHOVÁ, J. Komplexná podpora rozvoja zrakových funkcií u jednotlivcov so zrakovým postihnutím s akcentom na reedukáciu zraku. In: Současná slovenská a česká speciální pedagogika v kontextu vědy a výzkumu. - Praha : Knihy nejen pro bohaté, 2014. - S. 163-200. - ISBN 978-80-86499-10-9

LOPÚCHOVÁ, J. Transdisciplinárny model tímového prístupu k deťom so zrakovým a viacnásobným postihnutím v ranom veku. In: Pohledy na inkluzivní vzdělávání zdravotně postižených. - Olomouc : Univerzita Palackého, 2012. - S. 44-54. - ISBN 978-80-244-3372-1

LOPÚCHOVÁ, J. ŠULKOVÁ, V. ZÁNI, M. Stimulation programs as part of the intervention approaches in the early care for children with visual impairments. In: Journal of Exceptional People. - Roč. 2, č. 3 (2013), s. 19-38. - ISSN 1805-4978

LOPÚCHOVÁ, J. Z výskumu možností a postupov rozvoja hmatového vnímania u detí so zrakovým postihnutím. in: Paedagogica specialis 34 : zborník vedeckých príspevkov Pedagogickej fakulty Univerzity Komenského v Bratislave. - Bratislava : Univerzita Komenského v Bratislave, 2020. - S. 178-191. - ISBN 978-80-223-5049-5

LOPÚCHOVÁ, J. Z výskumu účinnosti inovačného programu na rozvoj zrakových funkcií u detí predškolského veku. In: Inkluzivní vzdělávání v globálních a v užších kontextech : předškolní a základní vzdělávání. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 68-76. - ISBN 978-80-7464-659-1

LOPÚCHOVÁ, J. Kompenzačné mechanizmy u nevidiaceho dieťaťa a ich rozvíjanie. In: Špeciálnopedagogické a psychologické intervencie u zrakovo postihnutých detí predškolského veku. - Vrútky : Advent-Orion, 2004. - S. 74-76. - ISBN 80-8071-053-8

LOPÚCHOVÁ, J. Podpora zrakového vnímania prostredníctvom stimulácie zraku u detí so zrakovým postihnutím. In: Trendy a nové výzvy v špeciálnej pedagogike. - Bratislava : Iris, 2010. - S. 503-516. ISBN 978-80-89238-36-1

LOPÚCHOVÁ, J. Podpora využívania funkčného zraku u detí so zrakovým a viacnásobným postihnutím. In: Nové trendy v edukácii a v starostlivosti o zrakovo postihnutých. - Bratislava : Jana Lopúchová, 2006. S. 94-97. - ISBN 80-969125-8-5

STRASSMEIER, Walter: 260 cvičení pro děti raného věku. 2.vydanie. Praha: Portál, 2000.

LUKÁČOVÁ, Lenka a GOGOŤOVÁ, Tatiana. Možnosti a limity využitia programu Portage v ranej intervencii na Slovensku. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. Bratislava: Iris, 2013. S. 545-570. [CDEROM]. ISBN 978-80-89238-87-3

OPATŘILOVÁ, D. Pedagogická intervence v raném a předškolním věku u jedinců s dětskou mozkovou obrnou. Brno: Masarykova Univerzita, 2003. ISBN 80-210-3242-1.

OPATŘILOVÁ, D. Pedagogicko-psychologické poradenství a intervence v raném a předškolním věku u dětí se speciálními vzdělávacími potřebami. Brno: Masarykova Univerzita, 2006. ISBN 80-210-3977-9.

BEDNÁŘOVÁ, J. Rozvoj zrakového vnímání pro děti od 3-5 let. Brno: Computer Press, 2009. ISBN 978-80-2512-446-8. S 64.

BEDNÁŘOVÁ, J. Rozvoj zrakového vnímání pro děti od 4-6 let. Brno: Computer Press, 2009. ISBN 978-80-2512-44-06. S 64.

ROSENBAUER, H.W. Zrakové cvičenia. Bratislava: IKAR, 1999. ISBN 978-80-7118-96-7-1.

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. PaedDr. Jana Lopúchová, PhD., Mgr. Simona Schallerová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-PZPex010/22	Course title: Special education interventions for the visually impaired
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (seminar), combined method Student workload: 5 hours of teaching; 20 hours of semester work preparation; 26 hours of preparation for presenting intervention activities; TOTAL: 51 hours of student work. Methods of delivering the content of education: interpretation of the curriculum, lecturing, discussion, demonstration of intervention activities, small group work, self-study, problem solving tasks and model situations.	
Number of credits: 2	
Recommended semester: 3., 5.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will prepare a term paper on a topic assigned by the instructor, from which he/she may earn a maximum of 40 points (min. 25 points). During the semester, the student will present in a group the proposed and elaborated intervention procedure within the assigned topic (type and degree of disability, type of diagnosis, diagnostic methods...) and explain the chosen intervention procedures. The student can obtain a maximum of 60 points (min. 40 points) from this outcome. The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. A - excellent performance, the student has mastered the basic concepts in the field of intervention for the disabled, he/she is able to apply what has been learnt on a theoretical level to a practical level; he/she is able to present intervention activities in an excellent manner, the term paper meets all the criteria set; the student is critically evaluated;	

B - excellent performance, the student has mastered the basic concepts, but slight deficiencies are observed in the application of knowledge to practice - the presentation of intervention activities is solved with minor hesitations; he/she is able to present intervention activities appropriately, slight deficiencies are observed in the term paper; critical thinking is borderline;

C - good performance, the student has mastered the knowledge, but can only partially apply what he/she has learned to the practical level; he/she has problems with complex problem solving and with presenting intervention activities; the term paper has shortcomings;

D - acceptable performance, the student has only partially mastered the knowledge, he/she has significant deficiencies in the problem, he/she cannot apply what he/she has learnt in the practical plane, he/she has problems solving model situations and deficiencies also appear in the presentation of intervention activities; his/her term paper meets the minimum criteria;

E - minimally acceptable performance, the student has acquired minimal knowledge, he/she cannot transfer it adequately to the practical plane and present intervention activities in front of the practice group; the term paper meets the elementary requirements.

Fx - unacceptable performance, the student has not sufficiently mastered the content of the education, or has not met the requirements set by the teacher during the semester.

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

Learning outcomes:

After completing the course, students will have theoretical knowledge (knowledge) of intervention programs for children with visual impairment (VI) and will be able to apply them in practice (skills). At the same time, they will acquire the ability (competences) to methodically develop, process, apply and validate intervention activities/activities for children with visual impairment. Students will acquire knowledge and competences in the field of development and application of intervention programmes and techniques for individuals with visual impairment and their modifications with regard to the specifics of the individual's age, type, type and degree of visual impairment. Students will acquire the ability and skills to apply the acquired knowledge and competencies to the practical level through the development and presentation of intervention activities.

Class syllabus:

The student will learn the definition of basic terms, meaning, and goals of intervention activities for children with visual impairment (VI).

The student will learn and understand the eclectic and holistic concept of intervention approach for children with disabilities.

Acquires knowledge of social interventions for the visually impaired, communication interventions for the visually impaired, educational interventions for the visually impaired.

Understand the importance of intervention programmes in practice, their relevance and application.

The student will become familiar with intervention programs and how they can be applied to the care of young children with visual impairments. The student will learn intervention procedures and methods. The student will be able to analyse intervention activities and acquire the ability to implement interventions through play and in play situations.

The student will gain knowledge of available intervention programs and activities. The student will become familiar with the following available intervention programmes: OREGON project. INSITE Model in place. PAAVI project. REACH and TEACH child mobility development project. Sensory Integration Programme. STIP Tactile Perception Programme (Speed of Tactile of Information Processing. IN SIGHT project. KIJKDOOS. GOLDSTEIN's method of social communication. Filial therapy in the visually impaired. AAK programs. Strassmeier exercises for early childhood. ROZVÍJEJ se detatko (Eva Kiedronova). Overview of child development (Allen-Marotz). The Reynell-Zinkin Developmental Scale. Social maturity scale for blind preschool children (MaxfieldBuchholz). Natali Barraga's I.C.A.N. Visual Development Program. Look at me

program. Frostig's visual perception program. Hätscher-Rosenbauer visual exercises. Suggestions for working with multiply handicapped children.

Intervention programs focusing on the development of particular areas of child development. The student will gain knowledge of available intervention activities and programs for the development of: tactile perception, gross and fine motor skills, visuomotor skills, graphomotor skills, drawing, cognitive functions, visual perception, responsiveness, for re-education of hearing, speech skills, communication, stimulation of social development, development of self-care, independence, work habits, and emotional intelligence.

Parents as partners in intervention activities. The student will gain knowledge of the importance of partnering with parents in the implementation of intervention activities in the home setting.

Recommended literature:

Compulsory readings:

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LOPÚCHOVÁ, J. Včasná intervencia, jej význam a úloha v živote zrakovo postihnutého dieťaťa. In: Efeta - otvor sa. - Roč. 9, č. 3 (1999), s. 4-5. - ISSN 1335-1397

LOPÚCHOVÁ, J. Včasná intervencia viacnásobne postihnutých detí. In: Včasná intervencia zrakovo postihnutých detí na Slovensku. - Bratislava : Pedagogická fakulta UK, 2001. - S. 17-22. - ISBN 80-88868-71-8

LOPÚCHOVÁ, J. K včasnej intervencii detí raného veku so zrakovým postihnutím.

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LOPÚCHOVÁ, J. K problematike včasnej intervencie u zrakovo postihnutých detí v systéme špeciálnopedagogického poradenstva. (Efeta). In: Efeta otvor sa 2005 : Poradenstvo v špeciálnej a liečebnej pedagogike. - Martin : Osveta, 2006

LOPÚCHOVÁ, J. Včasná intervencia: špeciálna starostlivosť o zrakovo postihnuté deti. In: Učiteľské noviny. - Roč. 49, č. 3 (1999), s. 8. - ISSN 0139-5769

LOPÚCHOVÁ, J. Využitie vizuálnej stimulácie pri zvyšovaní úrovne funkčného zraku u detí so zrakovým a viacnásobným postihnutím. In: Paedagogica specialis 23. - Bratislava : Univerzita Komenského, 2007. - S. 129-132. ISBN 978-80-223-2387-1

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LOPÚCHOVÁ, J. BAROŠOVÁ, V. Rozvoj grafomotorických zručností u detí predškolského veku so zrakovým postihnutím. In: Paedagogica specialis 29. - Bratislava : Univerzita Komenského v Bratislave, 2015. - S. 166-180. ISBN 978-80-223-4010-6

Recommended readings:

LOPÚCHOVÁ, J. Komplexná podpora rozvoja zrakových funkcií u jednotlivcov so zrakovým postihnutím s akcentom na reedukáciu zraku. In: Současná slovenská a česká speciální pedagogika v kontextu vědy a výzkumu. - Praha : Knihy nejen pro bohaté, 2014. - S. 163-200. - ISBN 978-80-86499-10-9

LOPÚCHOVÁ, J. Transdisciplinárny model tímového prístupu k deťom so zrakovým a viacnásobným postihnutím v ranom veku. In: Pohledy na inkluzivní vzdělávání zdravotně postižených. - Olomouc : Univerzita Palackého, 2012. - S. 44-54. - ISBN 978-80-244-3372-1

LOPÚCHOVÁ, J. ŠULKOVÁ, V. ZÁNI, M. Stimulation programs as part of the intervention approaches in the early care for children with visual impairments. In: Journal of Exceptional People. - Roč. 2, č. 3 (2013), s. 19-38. - ISSN 1805-4978

LOPÚCHOVÁ, J. Z výskumu možností a postupov rozvoja hmatového vnímania u detí so zrakovým postihnutím. in: Paedagogica specialis 34 : zborník vedeckých príspevkov Pedagogickej fakulty Univerzity Komenského v Bratislave. - Bratislava : Univerzita Komenského v Bratislave, 2020. - S. 178-191. - ISBN 978-80-223-5049-5

LOPÚCHOVÁ, J. Z výskumu účinnosti inováčného programu na rozvoj zrakových funkcií u detí predškolského veku. In: Inkluzivní vzdělávání v globálních a v užších kontextech : předškolní a základní vzdělávání. Ostrava : Ostravská univerzita, Pedagogická fakulta, 2014. - S. 68-76. - ISBN 978-80-7464-659-1

LOPÚCHOVÁ, J. Kompenzačné mechanizmy u nevidiaceho dieťaťa a ich rozvíjanie. In: Špeciálnopedagogické a psychologické intervencie u zrakovo postihnutých detí predškolského veku. - Vrútky : Advent-Orion, 2004. - S. 74-76. - ISBN 80-8071-053-8

LOPÚCHOVÁ, J. Podpora zrakového vnímania prostredníctvom stimulácie zraku u detí so zrakovým postihnutím. In: Trendy a nové výzvy v špeciálnej pedagogike. - Bratislava : Iris, 2010. - S. 503-516. ISBN 978-80-89238-36-1

LOPÚCHOVÁ, J. Podpora využívania funkčného zraku u detí so zrakovým a viacnásobným postihnutím. In: Nové trendy v edukácii a v starostlivosti o zrakovo postihnutých. - Bratislava : Jana Lopúchová, 2006. S. 94-97. - ISBN 80-969125-8-5

STRASSMEIER, Walter: 260 cvičení pro děti raného věku. 2.vydanie. Praha: Portál, 2000.

LUKÁČOVÁ, Lenka a GOGOŤOVÁ, Tatiana. Možnosti a limity využitia programu Portage v ranej intervencii na Slovensku. In: Osoby so zdravotným znevýhodnením v kontexte súčasnej špeciálnej pedagogiky a súvzťažných vied [elektronický zdroj]. Bratislava: Iris, 2013. S. 545-570. [CDEROM]. ISBN 978-80-89238-87-3

OPATŘILOVÁ, D. Pedagogická intervence v raném a předškolním věku u jedinců s dětskou mozkovou obrnou. Brno: Masarykova Univerzita, 2003. ISBN 80-210-3242-1.

OPATŘILOVÁ, D. Pedagogicko-psychologické poradenství a intervence v raném a předškolním věku u dětí se speciálními vzdělávacími potřebami. Brno: Masarykova Univerzita, 2006. ISBN 80-210-3977-9.

BEDNÁŘOVÁ, J. Rozvoj zrakového vnímání pro děti od 3-5 let. Brno: Computer Press, 2009. ISBN 978-80-2512-446-8. S 64.

BEDNÁŘOVÁ, J. Rozvoj zrakového vnímání pro děti od 4-6 let. Brno: Computer Press, 2009. ISBN 978-80-2512-44-06. S 64.

ROSENBAUER, H.W. Zrakové cvičenia. Bratislava: IKAR, 1999. ISBN 978-80-7118-96-7-1.

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. PaedDr. Jana Lopúchová, PhD., Mgr. Simona Schallerová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PSPex006/22	Course title: Special education practice D
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 26s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 26 hours of special pedagogical practice, combined method Student workload: 26 hours of direct practice, 25 hours of studying materials and preparation for the final assessment and 24 hours of preparation for the implementation of practical tasks. TOTAL: 75 hours of student work. Learning methods: Interpretation of the material, direct teaching in practice, self-study.	
Number of credits: 3	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will complete the internship in its entirety and submit a portfolio according to the instructions of the internship methodologist of the activities that he/she has implemented during the internship and reflection (the maximum possible number of points is 100). 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. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A - excellent performance, student knows/does/creates/critically evaluates; B - excellent performance, student knows/does but critical thinking is borderline; C - good performance, student although knows/learns, can partially apply to practice; D - acceptable performance, student has learned partially but cannot adequately apply to practice; E - marginally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX - unacceptable performance, student has not met the criteria for the assignment. Scale of assessment (preliminary/final): 100/0	

Learning outcomes:

The student will become familiar with the real conditions of education and practical activities in selected institutions for individuals with hearing impairment. The student will learn to analyze, organize, manage educational activities on the basis of direct confrontation of theoretical knowledge and specific tasks/activities in the selected facility. The student will realize direct experience in working with pupils with hearing impairment and realize practical outcomes.

The student develops communication skills, practical experience, connects acquired theoretical knowledge with practical experience, develops organizational skills, interpersonal skills, creativity, abstract thinking, critical thinking, reasoning in context, metacognitive skills.

Class syllabus:

- Induction meeting with instructions on how to carry out the internship
- Conduct of continuous practice as instructed
- Final practice meeting, handing in the portfolio and presentation of the completed practice

Recommended literature:

Compulsory readings:

BRHELOVÁ, V., 2009. Metodická príručka pre vychovávateľov v školských internátoch. Výchovný program školského internátu. Bratislava: Metodicko-pedagogické centrum, 2009. ISBN 978-80-8052-332-9

TARCSIOVÁ, D. 2008. Pedagogika sluchovo postihnutých (vybrané kapitoly). 1. vyd. Bratislava: Mabag 2008, 112s. ISBN 978-80-89113-52-1.

Recommended readings:

Školské vzdelávacie a výchovné programy jednotlivých škôl pre žiakov so SP.

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. 1.vyd. Bratislava: Sapientia, 222s. ISBN 80-969112-7-9.

TUREK, I. 2014. Didaktika. Bratislava: Wolters Kluwer, 214, 620 s., ISBN: 9788081680045. Aktuálne platný Školský zákon a prislúchajúce vyhlášky.

Languages necessary to complete the course:

Slovak language

Notes:**Past grade distribution**

Total number of evaluated students: 0

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

Lecturers: Mgr. Miroslava Tomášková, PhD., prof. PaedDr. Darina Tarcsiová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PSPex006/22	Course title: Special education practice D
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 26s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 26 hours of special pedagogical practice, combined method Student workload: 26 hours of direct practice, 25 hours of studying materials and preparation for the final assessment and 24 hours of preparation for the implementation of practical tasks. TOTAL: 75 hours of student work. Learning methods: Interpretation of the material, direct teaching in practice, self-study.	
Number of credits: 3	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will complete the internship in its entirety and submit a portfolio according to the instructions of the internship methodologist of the activities that he/she has implemented during the internship and reflection (the maximum possible number of points is 100). 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. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A - excellent performance, student knows/does/creates/critically evaluates; B - excellent performance, student knows/does but critical thinking is borderline; C - good performance, student although knows/learns, can partially apply to practice; D - acceptable performance, student has learned partially but cannot adequately apply to practice; E - marginally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX - unacceptable performance, student has not met the criteria for the assignment. Scale of assessment (preliminary/final): 100/0	

Learning outcomes:

The student will become familiar with the real conditions of education and practical activities in selected institutions for individuals with hearing impairment. The student will learn to analyze, organize, manage educational activities on the basis of direct confrontation of theoretical knowledge and specific tasks/activities in the selected facility. The student will realize direct experience in working with pupils with hearing impairment and realize practical outcomes.

The student develops communication skills, practical experience, connects acquired theoretical knowledge with practical experience, develops organizational skills, interpersonal skills, creativity, abstract thinking, critical thinking, reasoning in context, metacognitive skills.

Class syllabus:

- Induction meeting with instructions on how to carry out the internship
- Conduct of continuous practice as instructed
- Final practice meeting, handing in the portfolio and presentation of the completed practice

Recommended literature:

Compulsory readings:

BRHELOVÁ, V., 2009. Metodická príručka pre vychovávateľov v školských internátoch. Výchovný program školského internátu. Bratislava: Metodicko-pedagogické centrum, 2009. ISBN 978-80-8052-332-9

TARCSIOVÁ, D. 2008. Pedagogika sluchovo postihnutých (vybrané kapitoly). 1. vyd. Bratislava: Mabag 2008, 112s. ISBN 978-80-89113-52-1.

Recommended readings:

Školské vzdelávacie a výchovné programy jednotlivých škôl pre žiakov so SP.

TARCSIOVÁ, D. 2005. Komunikačný systém sluchovo postihnutých a spôsoby prekonávania ich komunikačnej bariéry. 1.vyd. Bratislava: Sapientia, 222s. ISBN 80-969112-7-9.

TUREK, I. 2014. Didaktika. Bratislava: Wolters Kluwer, 214, 620 s., ISBN: 9788081680045. Aktuálne platný Školský zákon a prislúchajúce vyhlášky.

Languages necessary to complete the course:

Slovak language

Notes:**Past grade distribution**

Total number of evaluated students: 0

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

Lecturers: Mgr. Miroslava Tomášková, PhD., prof. PaedDr. Darina Tarcsiová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PZPex004/22	Course title: Special education practice E
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 26s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 26 hours of practice in a combined form in the relevant school (special class, inclusive conditions in a regular school where pupils with SEN are educated) per semester. Student Workload: 26 hours of direct practice in schools for the visually impaired (special schools), or in special classes for SEN or in schools with integrated students with SEN, including analyzes of educational activities + 20 hours of preparation + 16 hours of literature study + 13 hours of practical reflection. A total of 75 hours of student work. Methods of delivering educational content: Discussion, observation, methods of practical activity, self-study, analysis and synthesis, analysis of educational situations.	
Number of credits: 3	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: The course is completed by preparing and handing in a reflection from the practice according to a predetermined muster, which includes preparations for the student's practical outputs in the educational process, records of analyses with the trainee teacher, additional notes (possibly notes of other teachers, experts, the principal, etc.), the student's created practical outputs (devices, programs, documentation, hospital record, etc.). The student may earn 100 points for reflection and completion of the practicum. Assessment weighting: 100/0 The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - additional work required) A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum	

of 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required.

A-excellent performance, the student critically evaluates, knows/manages basic concepts from the theory of education of the visually impaired, is able to apply them in special education practice, actively participates, prepares, conducts the educational process under the supervision of the trainee teacher, actively communicates during the analysis of educational situations, keeps detailed records of the course of the practice, proactively approaches the solution of educational situations, conscientiously prepares for the practical activity;

B-excellent performance, the student knows/manages basic concepts, but critical thinking is reduced, involvement in practice activities and analyses is not very frequent, insights from practice are not complete but correspond to the criteria set by the teacher, implements under the supervision of the trainee teacher the educational process with moderate support, keeps records with minor deficiencies, reflection shows minor deficiencies;

C-good performance, the student translates the knowledge from the theory of education of the visually impaired into practice with difficulties to the full extent, activity on practice and on analyses is lower, notes are stricter, the activity is carried out at the initiative of the teacher, there is a lack of a proactive approach, the reflection is at a lower level of complexity in content, the records show major shortcomings.

D-acceptable performance, student applies learning from the theory of education of the visually impaired to a very limited extent, learns but is not comprehensively able to apply in practice, is less proactive in practice, preparations and records are incomplete, insufficiently broken down, preparation for outcomes is at a low level; student handles outcomes with support from the practicing teacher.

E-minimally acceptable performance, student applies only elements of the curriculum in the theory of education of the visually impaired to a highly limited extent, preparation is minimal, records and preparations are concise with significant deficiencies, outcomes and management of the educational process is problematic with significant support from the teacher; student is not active in practice or analysis;

FX-unacceptable performance, student has not met the specified criteria, fails to lead the educational process, make preparations and be active in the analysis of educational activities.

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

Learning outcomes:

After completing the practice, the student knows the system of education and education of pupils with visual impairments, knows the processes, techniques, methods, principles and means of education of the visually impaired, knows how to communicate at a professional level with all actors of education (including pupils and adapting communication directly to them), can differentiate the tasks assigned to pupils, respecting their pace of work, the type and degree of disability and also their current state of health. He/she is familiar with the material and technical provision of the educational process, understands the role and position of the teacher in the educational process, is aware of the importance of cooperation with other professionals, can work with pedagogical documentation, and can handle real practical activities in schools where pupils with visual impairment are educated, knows the time layering and the course of teaching, can interpret ways of organizing practice, knows and can apply various methods of education, including specific ones, to the educational process, has mastered and can use educational strategies to support the pupil and overcome various deficits resulting from visual impairment. He/she has mastered professional terminology and the basics of pedagogical tact necessary for conducting the educational process of the visually impaired. Understands the principles of visual hygiene in the education of the pupil. During the practice, the student will develop communication skills, organizational skills, analytical thinking and digital competences.

Class syllabus:

The aim of the course is to acquire practical skills and experience to lead the educational process in educational institutions focused on the education of the visually impaired (special schools, special classes), or inclusive education of the visually impaired, to keep pedagogical documentation, to deal with social, communicative, educational and educational situations, to take a personalized approach to pupils with visual impairments, to create appropriate educational conditions for them, including material and technical support.

Observation of educational situations, phenomena and processes of special-educational practice. The student will learn to identify special-educational processes, situations and special-educational phenomena in practice and be able to clearly distinguish and communicate the difference between them. The student is able to relate what is learned to what is observed and what is observed to his/her own experience during the student's active participation in the education of the visually impaired.

Analyzes and analyzes individual activities of special education practice. The student will learn several ways of identifying and analysing individual activities of special-educational practice, he/she will be able to characterise individual activities in theoretical terms, he/she will acquire the ability to extract the methods, forms, means and organisation of work used by the educator, he/she will learn to identify special approaches to pupils with visual impairment. They will learn to react independently to educational phenomena and situations, to solve them, to propose pedagogical solutions and, of course, to lead the educational process under the supervision of the trainee teacher. Creation of methodological materials. Didactic and methodological procedures. The student is oriented in the supporting educational and methodological materials in the school, develops his/her knowledge and skills to create targeted educational material (including multimedia outputs) and apply it in the process of education of pupils with disabilities according to the instructions of the trainee teacher. They will learn the established procedures and processes of creating educational materials, understand the sequence and continuity of methodological and didactic procedures in practice with regard to the type of educational activity. On a practical level, they will be able to implement didactic procedures (application of training) and subsequently analyse them professionally, didactically and methodologically, critically evaluate them and take measures for improvement under the guidance of the trainee teacher in practice.

Documentation in the process of educational rehabilitation. The student will expand his/her knowledge and experience with the valid school documentation, learn how to keep correct records of pupils and school activities under the guidance of the trainee teacher, identify the various school documents, orient himself/herself in them. Can analyse and evaluate individual entries in the documents, understand their connection to the educational process.

Educational program for children with visual impairment for pre-primary education. Educational programme for pupils with visual impairment for primary and lower secondary education. The student knows and navigates the educational programs, can identify educational objectives and transfer them into written preparations for teaching and apply these objectives to the educational process itself, knows the specifics of approaches and strategies in the education of the visually impaired. He/she knows the framework and scope of the pupil's curriculum, is familiar with the subjects in the field of Special Educational Support and is able to master them didactically.

Hospitalization indicators. The student will develop the ability to create a detailed hospitalization record, identify the methods, principles, means and organization of the teaching process used by the teacher, develop the ability to identify the essential features of the pedagogical process, can chronologically record the contexts and causal phenomena of the pedagogical process. He/she will be able to communicate important findings to the teacher on a professional level and develop a synthesised and comprehensive understanding of teaching pupils with visual impairments.

Analysis of special education, stimulation and rehabilitation programs, analysis of case studies. The student will develop his/her theoretical knowledge of currently used special education, stimulation

and rehabilitation programs for the visually impaired, learn to identify the basic elements of case studies (records of the pupil and relevant documentation about him/her) and create and structure case studies on his/her own from observations of pupils in education and from joint activities with them. With the support of the trainee teacher, develops his/her skills in the creation of stimulus programmes/assurances.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2009. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN: 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

Vzdelávací program pre deti so zrakovým postihnutím pre predprimárne vzdelávanie.

Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky pod číslom 2017-2127/20564:14-10G0

Vzdelávací program pre žiakov so zrakovým postihnutím pre primárne a nižšie stredné vzdelávanie, pre primárne umelecké vzdelávanie a nižšie sekundárne vzdelávanie. Schválilo Ministerstvo školstva, vedy, výskumu a športu pod číslom 2016-14674/20284:16-10F0

Pedagogická dokumentácia žiaka. Pedagogická dokumentácia v škole.

Recommended readings:

NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: SAPIENTA, 1999. ISBN: 9788096718054.

JANKOVÁ, J., MORAVCOVÁ, D. 2017. Asistent pedagoga a dieťa se zrakovým postihnutím. Praha: Prásparta, 2017. ISBN: 978-80-88163-6-9.

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

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. PaedDr. Jana Lopúchová, PhD., Mgr. Marek Hlina, Mgr. Simona Schallerová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PZPex004/22	Course title: Special education practice E
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 26s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 26 hours of practice in a combined form in the relevant school (special class, inclusive conditions in a regular school where pupils with SEN are educated) per semester. Student Workload: 26 hours of direct practice in schools for the visually impaired (special schools), or in special classes for SEN or in schools with integrated students with SEN, including analyzes of educational activities + 20 hours of preparation + 16 hours of literature study + 13 hours of practical reflection. A total of 75 hours of student work. Methods of delivering educational content: Discussion, observation, methods of practical activity, self-study, analysis and synthesis, analysis of educational situations.	
Number of credits: 3	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: The course is completed by preparing and handing in a reflection from the practice according to a predetermined muster, which includes preparations for the student's practical outputs in the educational process, records of analyses with the trainee teacher, additional notes (possibly notes of other teachers, experts, the principal, etc.), the student's created practical outputs (devices, programs, documentation, hospital record, etc.). The student may earn 100 points for reflection and completion of the practicum. Assessment weighting: 100/0 The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - additional work required) A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D, and a minimum	

of 60 points for a grade of E. Credit will not be awarded to a student who obtains less than 15 points in any of the four written examinations. To pass the course, a minimum score of 60% is required.

A-excellent performance, the student critically evaluates, knows/manages basic concepts from the theory of education of the visually impaired, is able to apply them in special education practice, actively participates, prepares, conducts the educational process under the supervision of the trainee teacher, actively communicates during the analysis of educational situations, keeps detailed records of the course of the practice, proactively approaches the solution of educational situations, conscientiously prepares for the practical activity;

B-excellent performance, the student knows/manages basic concepts, but critical thinking is reduced, involvement in practice activities and analyses is not very frequent, insights from practice are not complete but correspond to the criteria set by the teacher, implements under the supervision of the trainee teacher the educational process with moderate support, keeps records with minor deficiencies, reflection shows minor deficiencies;

C-good performance, the student translates the knowledge from the theory of education of the visually impaired into practice with difficulties to the full extent, activity on practice and on analyses is lower, notes are stricter, the activity is carried out at the initiative of the teacher, there is a lack of a proactive approach, the reflection is at a lower level of complexity in content, the records show major shortcomings.

D-acceptable performance, student applies learning from the theory of education of the visually impaired to a very limited extent, learns but is not comprehensively able to apply in practice, is less proactive in practice, preparations and records are incomplete, insufficiently broken down, preparation for outcomes is at a low level; student handles outcomes with support from the practicing teacher.

E-minimally acceptable performance, student applies only elements of the curriculum in the theory of education of the visually impaired to a highly limited extent, preparation is minimal, records and preparations are concise with significant deficiencies, outcomes and management of the educational process is problematic with significant support from the teacher; student is not active in practice or analysis;

FX-unacceptable performance, student has not met the specified criteria, fails to lead the educational process, make preparations and be active in the analysis of educational activities.

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

Learning outcomes:

After completing the practice, the student knows the system of education and education of pupils with visual impairments, knows the processes, techniques, methods, principles and means of education of the visually impaired, knows how to communicate at a professional level with all actors of education (including pupils and adapting communication directly to them), can differentiate the tasks assigned to pupils, respecting their pace of work, the type and degree of disability and also their current state of health. He/she is familiar with the material and technical provision of the educational process, understands the role and position of the teacher in the educational process, is aware of the importance of cooperation with other professionals, can work with pedagogical documentation, and can handle real practical activities in schools where pupils with visual impairment are educated, knows the time layering and the course of teaching, can interpret ways of organizing practice, knows and can apply various methods of education, including specific ones, to the educational process, has mastered and can use educational strategies to support the pupil and overcome various deficits resulting from visual impairment. He/she has mastered professional terminology and the basics of pedagogical tact necessary for conducting the educational process of the visually impaired. Understands the principles of visual hygiene in the education of the pupil. During the practice, the student will develop communication skills, organizational skills, analytical thinking and digital competences.

Class syllabus:

The aim of the course is to acquire practical skills and experience to lead the educational process in educational institutions focused on the education of the visually impaired (special schools, special classes), or inclusive education of the visually impaired, to keep pedagogical documentation, to deal with social, communicative, educational and educational situations, to take a personalized approach to pupils with visual impairments, to create appropriate educational conditions for them, including material and technical support.

Observation of educational situations, phenomena and processes of special-educational practice. The student will learn to identify special-educational processes, situations and special-educational phenomena in practice and be able to clearly distinguish and communicate the difference between them. The student is able to relate what is learned to what is observed and what is observed to his/her own experience during the student's active participation in the education of the visually impaired.

Analyzes and analyzes individual activities of special education practice. The student will learn several ways of identifying and analysing individual activities of special-educational practice, he/she will be able to characterise individual activities in theoretical terms, he/she will acquire the ability to extract the methods, forms, means and organisation of work used by the educator, he/she will learn to identify special approaches to pupils with visual impairment. They will learn to react independently to educational phenomena and situations, to solve them, to propose pedagogical solutions and, of course, to lead the educational process under the supervision of the trainee teacher. Creation of methodological materials. Didactic and methodological procedures. The student is oriented in the supporting educational and methodological materials in the school, develops his/her knowledge and skills to create targeted educational material (including multimedia outputs) and apply it in the process of education of pupils with disabilities according to the instructions of the trainee teacher. They will learn the established procedures and processes of creating educational materials, understand the sequence and continuity of methodological and didactic procedures in practice with regard to the type of educational activity. On a practical level, they will be able to implement didactic procedures (application of training) and subsequently analyse them professionally, didactically and methodologically, critically evaluate them and take measures for improvement under the guidance of the trainee teacher in practice.

Documentation in the process of educational rehabilitation. The student will expand his/her knowledge and experience with the valid school documentation, learn how to keep correct records of pupils and school activities under the guidance of the trainee teacher, identify the various school documents, orient himself/herself in them. Can analyse and evaluate individual entries in the documents, understand their connection to the educational process.

Educational program for children with visual impairment for pre-primary education. Educational programme for pupils with visual impairment for primary and lower secondary education. The student knows and navigates the educational programs, can identify educational objectives and transfer them into written preparations for teaching and apply these objectives to the educational process itself, knows the specifics of approaches and strategies in the education of the visually impaired. He/she knows the framework and scope of the pupil's curriculum, is familiar with the subjects in the field of Special Educational Support and is able to master them didactically.

Hospitalization indicators. The student will develop the ability to create a detailed hospitalization record, identify the methods, principles, means and organization of the teaching process used by the teacher, develop the ability to identify the essential features of the pedagogical process, can chronologically record the contexts and causal phenomena of the pedagogical process. He/she will be able to communicate important findings to the teacher on a professional level and develop a synthesised and comprehensive understanding of teaching pupils with visual impairments.

Analysis of special education, stimulation and rehabilitation programs, analysis of case studies. The student will develop his/her theoretical knowledge of currently used special education, stimulation

and rehabilitation programs for the visually impaired, learn to identify the basic elements of case studies (records of the pupil and relevant documentation about him/her) and create and structure case studies on his/her own from observations of pupils in education and from joint activities with them. With the support of the trainee teacher, develops his/her skills in the creation of stimulus programmes/assurances.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2009. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN: 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

Vzdelávací program pre deti so zrakovým postihnutím pre predprimárne vzdelávanie.

Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky pod číslom 2017-2127/20564:14-10G0

Vzdelávací program pre žiakov so zrakovým postihnutím pre primárne a nižšie stredné vzdelávanie, pre primárne umelecké vzdelávanie a nižšie sekundárne vzdelávanie. Schválilo Ministerstvo školstva, vedy, výskumu a športu pod číslom 2016-14674/20284:16-10F0

Pedagogická dokumentácia žiaka. Pedagogická dokumentácia v škole.

Recommended readings:

NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: SAPIENTA, 1999. ISBN: 9788096718054.

JANKOVÁ, J., MORAVCOVÁ, D. 2017. Asistent pedagoga a dieťa se zrakovým postihnutím. Praha: Prásparta, 2017. ISBN: 978-80-88163-6-9.

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

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. PaedDr. Jana Lopúchová, PhD., Mgr. Marek Hlina, Mgr. Simona Schallerová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PSPex008/22	Course title: Special methodology of teaching slovak language and literature
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (2 hours lecture + 3 hours seminar) - combined method. Student workload: 5 hours of teaching; 20 hours of portfolio assignments; 35 hours of preparation for the final test. A total of 60 hours of student work. Learning methods: Monological methods - lecturing, interpretation, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, rehearsals. Guided self-study - working with text, solving problems and assignments.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will present his/her completed portfolio assignments on a topic assigned by the instructor. 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. A student may obtain a maximum of 70 points for the written final examination and a maximum of 30 points for the portfolio. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum of 60% is required for passing the course. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but	

can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.

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

Learning outcomes:

The student will acquire adequate theoretical knowledge and practical skills necessary for teaching Slovak language and literature at the first level of primary schools for pupils with hearing impairment. At the same time, the student will acquire basic orientation in the design of the curriculum in the subject Slovak language and literature at the first level of primary schools and in the specifics of learning for pupils with hearing impairment. The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and the ability to think in context.

Class syllabus:

1.Definition of the subject Slovak language in the State Educational Programme - objectives, content, process. 2.Didactic principles specific for teaching Slovak language. 3.Teaching methods and forms in the subject Slovak language. 4.Didactic technique in the teaching of Slovak language. 5.Structure of the Slovak language lesson and its didactic analysis. 6.Complex linguistic analysis. Language exercises, their classification, methodological procedures in working with language exercises. 7.Sound level of language and spelling. Meaning/lexical plane. Shape/morphological plane. Syntactic/compositional plane. 8.Communicative reading skill. 9.Communicative skill to write. 10.Communication and style skills. 11.Modernization and effectiveness of the teaching process. 12.Activation methods and forms of work. 13.EXU-R communication framework supporting the development of critical and lateral thinking and learning.

Recommended literature:

Compulsory readings:

JURÁNEKOVÁ, Z., NEUVIRTHOVÁ, S., 2016. Špecifiká teórie edukácie žiakov so sluchovým postihnutím vo vyučovacom predmete Slovenský jazyka na primárnom stupni vzdelávania, In: SCHMIDTOVÁ, M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava: IRIS, 2016. s. 13-37. ISBN 978-80-89726-87-5.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

SCHMIDTOVÁ M. (ed.).2016. Teória edukácie žiakov so sluchovým postihnutím. Bratislava: Iris, 2016. 145 s. ISBN 978-80-89726-59-2.

Recommended readings:

HAMPL, I., SCHMIDTOVÁ, M. (2016): Špecifiká edukácie detí s poruchou sluchu v ranom veku. Bratislava: IRIS. 2016. s. 222. ISBN 978-80-89726-85-1.

PALENČAROVÁ, J. - KUPCOVÁ, J. - KESSELOVÁ, J. (2003). Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 240 s.

SOURALOVÁ, E. (2002): Čtení neslyšících. 1. vyd. Olomouc: Univerzita Palackého, 2002, s. 74. ISBN 80-244-0433-8.

TARCSIOVÁ, D. (2003): Čítanie a nepočujúce deti In: Speciální pedagogika, 2003, roč. 13, č. 2, s. 99–112.

Učebné osnovy a učebné plány slovenského jazyka ZŠ pre sluchovo postihnutých.

Učebnice slovenského jazyka ZŠ pre SP. Učebnice slovenského jazyka a literatúry pre bežné školy.

Languages necessary to complete the course: slovak language, czech language						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.						
Last change: 12.09.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PSPex008/22	Course title: Special methodology of teaching slovak language and literature
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (2 hours lecture + 3 hours seminar) - combined method. Student workload: 5 hours of teaching; 20 hours of portfolio assignments; 35 hours of preparation for the final test. A total of 60 hours of student work. Learning methods: Monological methods - lecturing, interpretation, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, rehearsals. Guided self-study - working with text, solving problems and assignments.	
Number of credits: 2	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will present his/her completed portfolio assignments on a topic assigned by the instructor. 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. A student may obtain a maximum of 70 points for the written final examination and a maximum of 30 points for the portfolio. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum of 60% is required for passing the course. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but	

can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.

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

Learning outcomes:

The student will acquire adequate theoretical knowledge and practical skills necessary for teaching Slovak language and literature at the first level of primary schools for pupils with hearing impairment. At the same time, the student will acquire basic orientation in the design of the curriculum in the subject Slovak language and literature at the first level of primary schools and in the specifics of learning for pupils with hearing impairment. The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and the ability to think in context.

Class syllabus:

1. Definition of the subject Slovak language in the State Educational Programme - objectives, content, process. 2. Didactic principles specific for teaching Slovak language. 3. Teaching methods and forms in the subject Slovak language. 4. Didactic technique in the teaching of Slovak language. 5. Structure of the Slovak language lesson and its didactic analysis. 6. Complex linguistic analysis. Language exercises, their classification, methodological procedures in working with language exercises. 7. Sound level of language and spelling. Meaning/lexical plane. Shape/morphological plane. Syntactic/compositional plane. 8. Communicative reading skill. 9. Communicative skill to write. 10. Communication and style skills. 11. Modernization and effectiveness of the teaching process. 12. Activation methods and forms of work. 13. EXU-R communication framework supporting the development of critical and lateral thinking and learning.

Recommended literature:

Compulsory readings:

JURÁNEKOVÁ, Z., NEUVIRTHOVÁ, S., 2016. Špecifiká teórie edukácie žiakov so sluchovým postihnutím vo vyučovacom predmete Slovenský jazyka na primárnom stupni vzdelávania, In: SCHMIDTOVÁ, M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava: IRIS, 2016. s. 13-37. ISBN 978-80-89726-87-5.

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

SCHMIDTOVÁ M. (ed.). 2016. Teória edukácie žiakov so sluchovým postihnutím. Bratislava: Iris, 2016. 145 s. ISBN 978-80-89726-59-2.

Recommended readings:

HAMPL, I., SCHMIDTOVÁ, M. (2016): Špecifiká edukácie detí s poruchou sluchu v ranom veku. Bratislava: IRIS. 2016. s. 222. ISBN 978-80-89726-85-1.

PALENČAROVÁ, J. - KUPCOVÁ, J. - KESSELOVÁ, J. (2003). Učíme slovenčinu – komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 240 s.

SOURALOVÁ, E. (2002): Čtení neslyšících. 1. vyd. Olomouc: Univerzita Palackého, 2002, s. 74. ISBN 80-244-0433-8.

TARCSIOVÁ, D. (2003): Čítanie a nepočujúce deti In: Speciální pedagogika, 2003, roč. 13, č. 2, s. 99–112.

Učebné osnovy a učebné plány slovenského jazyka ZŠ pre sluchovo postihnutých.

Učebnice slovenského jazyka ZŠ pre SP. Učebnice slovenského jazyka a literatúry pre bežné školy.

Languages necessary to complete the course: slovak language, czech language						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.						
Last change: 12.09.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-PSPex011/22	Course title: Specific methods of education using primarily spoken language
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 8s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 8 hours of teaching per semester (lecture) - combined method. Student workload: 8 hours of teaching; 20 hours of seminar work preparation; 20 hours of preparation for the interim assessment; 38 hours of exam preparation. A total of 86 hours of student work. Educational methods: lecture, discussion, situation analysis method, guided self-study, case studies, heuristic method	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will prepare his/her term paper on a topic assigned by the teacher. To obtain the final grade A, it is necessary to obtain at least 91 points, to obtain grade B at least 81 points, to obtain grade C at least 73 points, to obtain grade D at least 66 points and to obtain grade E at least 60 points. A student may receive a maximum of 50 points for the written final examination and 50 points for the continuous assessment during the semester (of which a student may receive a maximum of 20 points for the seminar paper). Credit will not be awarded unless the student earns at least 55% on the written test. To pass the course, a minimum score of 60% is required. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does budet critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E- minimally acceptable performance, student has learned	

minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

The student defines basic terminological concepts, is oriented in specific methods of education of children and pupils with hearing loss using primarily spoken language, can describe the basic principles, goals and strategies of oral and auditory-verbal approach in education. The student will be able to specify the possibilities of using specific methods in education using primary spoken language.

The student develops critical thinking, reasoning in context, improves computer literacy, and is able to reflect on his/her own attitudes toward specific methods of educating children and students with hearing loss using primarily spoken language.

Class syllabus:

1.Basic concepts of oral communication and spoken language 2.Specifics of spoken language acquisition and communication in children and pupils with hearing loss. 3.Factors influencing the development of spoken language in children and pupils with hearing loss. 4. Methods of education in the history of pedagogy of the hearing impaired using primarily spoken language 5.Methods of education in the present pedagogy of the hearing impaired using primarily spoken language 6.Theoretical foundations of the oral approach, auditory-verbal approach in education. 7. Principles, goals, strategies of oral and auditory-verbal approach. 8. Early care and special education intervention for the hearing impaired. 9. Phonemic awareness training for children and pupils with hearing loss. 10. Trends in the education of children and pupils with hearing loss.

Recommended literature:

Compulsory readings:

SCHMIDTOVÁ, M., 2009. Orálne a auditívno-verbálne prístupy vo vzdelávaní detí a žiakov so sluchovým postihnutím, 2009. Bratislava: MABAG spol. s.r.o., 97 s. ISBN 978-80-89113-66-8.

SCHMIDTOVÁ, M., 2017. Rozvoj jazyka a reči u detí so sluchovým postihnutím, 2017.

Bratislava: IRIS s.r.o., 200 s., ISBN 978-80-8200-011-8.

Recommended readings:

HOVORKOVÁ, S., a kol., 2018. Máme dieťa s poruchou sluchu 1, 2018. Bratislava: Alfa print, s.r.o., 546 s., ISBN 978-80-89895-11-3. (vybrané časti)

HAMPL, I a SCHMIDTOVÁ, M. 2016. Špecifiká edukácie detí s poruchou sluchu v ranom veku, 2016. Bratislava: IRIS s.r.o., 222 s. ISBN 978-80-89726-85-1.

TARCSIOVÁ, D. a kol., 2016. Písmo a žiaci so stratou sluchu, 2016. Bratislava: IRIS s.r.o., 426 s. ISBN 978-80-89726-88-2. (vybrané časti)

NOVÁKOVÁ, I., a kol., 2020. Když dítě vidí, co má slyšet: Trénink jazykových schopností dle D.B.Elkonina u dětí se sluchovým postižením, 2020. Praha: Univerzita Karlova Pedagogická fakulta, 143 s., ISBN 978-80-7603-184-5.

PORUBOVIČOVÁ, Ľ. – CIRJAKOVÁ, Z. 2011. Dieťa s narušenou komunikačnou schopnosťou a so sluchovým postihnutím v ranom a predškolskom veku : Skúsenosti a odporúčania pre rodičov z pohľadu centra špeciálno-pedagogického poradenstva. 1. vyd. Lučenec : Centrum špeciálno-pedagogického poradenstva pri Základnej škole pre žiakov so sluchovým postihnutím internátnej, Karola Supa 48, 2001. 102 s. ISBN 978-80-970981-2-4.

PORUBOVIČOVÁ, Ľ. – CIRJAKOVÁ, Z. 2014. Model rozvoja predčitateľskej gramotnosti v skupine detí s rizikovým vývinom. In Harčariková, T. – Krajčí, P. : Poruchy učenia ako edukačný fenomén : zborník príspevkov. [CD-rom]. Bratislava : IRIS, 2014. s. 7-16. ISBN 978-80-89726-15-8.

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: prof. PaedDr. Darina Tarcsiová, PhD., Mgr. Miroslava Tomášková, PhD.						
Last change: 12.09.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-PSPex010/22	Course title: Specific methods of education using sign language communication
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 8s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 8 hours of teaching per semester (lecture) - combined method. Student workload: 8 hours of teaching; 14 hours of semester work preparation; 20 hours of preparation for the intermediate test; 38 hours of preparation for the final test. A total of 80 hours of student work. Learning methods: monological - lecture, interpretation, dialogical - interview, discussion, problem-based methods - creation of mind maps, brainstorming, practical methods - written, practice, guided self-study - work with text, solving tasks and assignments.	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: There will be one written quiz during the semester for 20 points, a term paper must be completed (25 points), and the student comes to the seminar prepared (5 points). The student will not be allowed to take the final test (50 points) until a minimum of 30 points has been earned during the semester. This means that he/she cannot be awarded credit for the course. The student must score a minimum of 50% on the final test. 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. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot	

adequately apply to practice; E-minimally acceptable performance, student has learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

The student will gain knowledge (theoretical background, representatives, principles, procedures) about the methods of educating deaf children and pupils using sign communication. The student will understand the psychological, psycholinguistic and pedagogical/special pedagogical reasons for introducing these methods. Understand the differences between the different methods and how they can be applied in education of deaf pupils.

The following transferable skills are also developed in the course Specific Methods of Education Using Sign Communication: analytical skills, abstract and critical thinking skills, communication skills, motivation and the ability to learn and think in context, metacognitive skills, supervisory skills, comparative skills

Class syllabus:

1. Historical cross-section of methods using sign language communication. The influence of the Milan Congress on the education of the deaf in Europe and America. 2. Changes in views of sign language. The academic direction of sign language research. The pedagogical direction of sign language research. European Parliament resolutions on sign language. Convention on the Rights of Persons with Disabilities. 3. Total communication. Background and basic features of total communication. Arguments for and against total communication. 4. Simultaneous communication. 5. The concept of bilingualism, bimodal bilingualism. Strategies of bilingual education. Bimodal bilingualism and its characteristics. Differences and similarities of hearing and deaf bilingualism. 6. The origins of the bilingual approach in deaf education. Bilingual education in early childhood and preschool. Conditions for bilingual education of the deaf at school age. 7. The bilingual approach and its application in PSP. Bibi-toolbox and its analysis. Teacher training, aids, communication. Didactics of sign language. History of the Deaf as part of the subject. 8. Bimodal-bilingual education of the Deaf in Europe. 9. Acquisition of sign language. 10. Teaching the subject of Slovak Sign Language. Educational area of special educational support and the teaching subject of Slovak Sign Language. 11. Sign language, bimodal bilingualism and integration/inclusion. 12. Bimodal bilingualism and cochlear implants. Deaf children of deaf parents and the cochlear implant. 13. Selected aspects of didactics and methodology of bilingual education for the deaf. 14. Deaf community and culture. Deaf Culture. Rules of conduct and rules of communication. Biculturalism, identity of persons with severe hearing loss.

Recommended literature:

Compulsory readings:

TARCSIOVÁ, D. Posunkový jazyk a vzdelávanie nepočujúcich. Bratislava IRIS, 2019. s. 315 ISBN 978-80-8200-040-8.

Kolektív autorov: Bibi toll box, výsledky projektu De-Sign Bilingual dostupné na:

<https://www.univie.ac.at/teach-designbilingual/index.php?id=28&matId=120>

Recommended readings:

DOMANCOVÁ, I. – VOJTECHOVSKÝ, R. 2016. Slovenský posunkový jazyk – špecifický vyučovací predmet pre žiakov so sluchovým postihnutím jazyková úroveň A1,A2,B1. Bratislava: ŠPÚ, s. 78.

HOVORKOVÁ, S. – RZYMANOVÁ, M. – TARCSIOVÁ, D.: Máme dieťa s poruchou sluchu 2. – Kapitola 9 Posunkovať alebo neposunkovať? s. 146 – 194. https://www.nepocujucedieta.sk/buxus/docs/na_stiahnutie/Mame_dietu_s_poruchou_sluchu_WEB_2.pdf

SWANWICK, R. (2016): Deaf childrens bimodal bilingualism and education. 65 s. [cit. 2017-04-18]. Dostupné na internete: http://epints.whiterose.ac.uk/96878/						
Languages necessary to complete the course: slovak language, czech language						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.						
Last change: 12.09.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-PSPex012/22	Course title: Specific teaching subjects
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (seminar) - combined method. Student's workload: 5 hours of teaching; 20 hours of portfolio assignments; 30 hours of preparation for the final test. A total of 55 hours of student work. Methods of education: monological methods - lecturing, interpretation, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, practice. Guided self-study - working with text, solving problems and assignments.	
Number of credits: 2	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will present his/her completed portfolio assignments on a topic assigned by the instructor. 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. A student may obtain a maximum of 70 points for the written final test and a maximum of 30 points for the portfolio. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum score of 60% is required to pass the course. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student knows/can/creates/critically evaluates; B-excellent performance, student knows/can, but critical thinking is borderline; C-good performance, student although knows/learns, can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has	

learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student did not meet the criteria for the assignment
Scale of assessment (preliminary/final): 100/0

Learning outcomes:

Students will acquire adequate theoretical knowledge and practical skills on specific teaching subjects - auditory and speech education, communication skills and slovak sign language. They will be able to acquire and apply valid data for the formulation of goals, tasks, strategies of methods of auditory and speech education, to systematically form and develop communication skills of pupils with hearing impairment, to develop receptive, central and expressive components of speech of pupils with hearing impairment and to develop the ability of pupils with hearing impairment to express themselves in Slovak sign language, grammatical thinking, independence in working with available resources, acquiring age-appropriate knowledge of Slovak sign language.

The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and thinking in context.

Class syllabus:

Education of pupils with hearing impairment at the primary level. State educational programme for primary education. Educational programme for pupils with hearing impairment at the primary level of education. Educational area - Special educational support.

Hearing and speech education: characteristics, objectives, principles, course, content, methodological procedures used in hearing and speech education.

Communication skills: characteristics of the teaching subject, aim of the teaching subject, content of the teaching subject, methods, principles, forms. Communication and specifics of communication of pupils with hearing impairment. Special-educational diagnostics of communication skills of pupils with hearing impairment. Programmes to support the development of communication skills in pupils with hearing impairment.

Slovak Sign Language - characteristics of the teaching subject, aim of the teaching subject, content of the teaching subject, methods, principles, forms. Communication level A1 - A2.1 and communication topics.

Teaching aids used in teaching specific subjects at the primary education level.

Recommended literature:

Compulsory readings:

TARCSIOVÁ, D. (2005): Komunikačný systém sluchovo postihnutých a spôsob prekonávania ich komunikačnej bariéry. Bratislava: Sapientia, 2005. s. 222 . ISBN 80-969112-7-9.

Recommended readings:

DOMANCOVÁ, I., VOJTECHOVSKÝ, R. 2016. Slovenský posunkový jazyk špecifický vyučovací predmet pre žiakov so sluchovým postihnutím jazyková úroveň A1, A2, B1. 1. vyd. Bratislava: Štátny pedagogický ústav, 2016. s. 80. ISBN 978-80-8118-184-9. Dostupné na: http://www.mpc-edu.sk/library/files/_itate_sk_gramotnos_na_vyu_ovan_.pdf

HOVORKOVÁ, S., RZYMANOVÁ, M., TARCSIOVÁ, D. 2017. Máme dieťa s poruchou sluchu 2. Bratislava: Nadácia Pontis, 2017. s. 446. ISBN 978-80-89895-08-3.

KASTELOVÁ, A. ; SCHMIDTOVÁ, M. Diagnostika v špeciálnej pedagogike. Bratislava: Sapientia, 2012.- 220 s. ISBN 978-80-89229-24-6.

KOUDELKOVÁ, Š., TARCSIOVÁ, D. 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím. Bratislava: IRIS s.r.o., 2017. 202 s. ISBN 9788082000156.

SCHMIDTOVÁ, M. 2011. Nová terminológia v oblasti sluchovej výchovy u detí so sluchovým postihnutím. In: Paedagogica specialis 25. Bratislava: Univerzita Komenského, 2011. - S. 19-24. - ISBN 978-80-223-2862-3. - (Zborník Pedagogickej fakulty Univerzity Komenského)

SCHMIDTOVÁ, M. 1995. Sluchová výchova. Banská Bystrica : Metodické centrum, 1995. 38 s .ISBN 80-8041-078-X
 TARCSIOVÁ, D. 2019. Posunkový jazyk a vzdelávanie nepočujúcich. 1. vyd. Bratislava: IRIS, 2019. s. 316. ISBN 978-80-8200-040-8.
 TARCSIOVÁ, D. 2010. Základy posunkového jazyka pre študentov [elektronický dokument]. Bratislava: Mabag. 2010, 70 s. ISBN 978-80-89113-80-4.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-PSPex012/22	Course title: Specific teaching subjects
Educational activities: Type of activities: seminar Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (seminar) - combined method. Student's workload: 5 hours of teaching; 20 hours of portfolio assignments; 30 hours of preparation for the final test. A total of 55 hours of student work. Methods of education: monological methods - lecturing, interpretation, explanation, narration. Dialogical methods - interview, debate, discussion. Didactic games. Project methods. Problem-based methods - creation of mind maps, brainstorming. Practical methods - written work, simulations, practice. Guided self-study - working with text, solving problems and assignments.	
Number of credits: 2	
Recommended semester: 3., 5.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will present his/her completed portfolio assignments on a topic assigned by the instructor. 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. A student may obtain a maximum of 70 points for the written final test and a maximum of 30 points for the portfolio. Credit will not be awarded unless the student earns at least 55% on the written test. A minimum score of 60% is required to pass the course. Grades are awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required). A-excellent performance, student knows/can/creates/critically evaluates; B-excellent performance, student knows/can, but critical thinking is borderline; C-good performance, student although knows/learns, can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has	

<p>learned minimally and cannot adequately apply to practice; FX-unacceptable performance, student did not meet the criteria for the assignment</p> <p>Scale of assessment (preliminary/final): 100/0</p>
<p>Learning outcomes:</p> <p>Students will acquire adequate theoretical knowledge and practical skills on specific teaching subjects - auditory and speech education, communication skills and slovak sign language. They will be able to acquire and apply valid data for the formulation of goals, tasks, strategies of methods of auditory and speech education, to systematically form and develop communication skills of pupils with hearing impairment, to develop receptive, central and expressive components of speech of pupils with hearing impairment and to develop the ability of pupils with hearing impairment to express themselves in Slovak sign language, grammatical thinking, independence in working with available resources, acquiring age-appropriate knowledge of Slovak sign language.</p> <p>The following transferable skills are also developed in the course: communication skills, analytical skills, abstract and critical thinking skills and thinking in context.</p>
<p>Class syllabus:</p> <p>Education of pupils with hearing impairment at the primary level. State educational programme for primary education. Educational programme for pupils with hearing impairment at the primary level of education. Educational area - Special educational support.</p> <p>Hearing and speech education: characteristics, objectives, principles, course, content, methodological procedures used in hearing and speech education.</p> <p>Communication skills: characteristics of the teaching subject, aim of the teaching subject, content of the teaching subject, methods, principles, forms. Communication and specifics of communication of pupils with hearing impairment. Special-educational diagnostics of communication skills of pupils with hearing impairment. Programmes to support the development of communication skills in pupils with hearing impairment.</p> <p>Slovak Sign Language - characteristics of the teaching subject, aim of the teaching subject, content of the teaching subject, methods, principles, forms. Communication level A1 - A2.1 and communication topics.</p> <p>Teaching aids used in teaching specific subjects at the primary education level.</p>
<p>Recommended literature:</p> <p>Compulsory readings:</p> <p>TARCSIOVÁ, D. (2005): Komunikačný systém sluchovo postihnutých a spôsob prekonávania ich komunikačnej bariéry. Bratislava: Sapientia, 2005. s. 222 . ISBN 80-969112-7-9.</p> <p>Recommended readings:</p> <p>DOMANCOVÁ, I., VOJTECHOVSKÝ, R. 2016. Slovenský posunkový jazyk špecifický vyučovací predmet pre žiakov so sluchovým postihnutím jazyková úroveň A1, A2, B1. 1. vyd. Bratislava: Štátny pedagogický ústav, 2016. s. 80. ISBN 978-80-8118-184-9. Dostupné na: http://www.mpc-edu.sk/library/files/_itate_sk_gramotnos_na_vyu_ovan_.pdf</p> <p>HOVORKOVÁ, S., RZYMANOVÁ, M., TARCSIOVÁ, D. 2017. Máme dieťa s poruchou sluchu 2. Bratislava: Nadácia Pontis, 2017. s. 446. ISBN 978-80-89895-08-3.</p> <p>KASTELOVÁ, A. ; SCHMIDTOVÁ, M. Diagnostika v špeciálnej pedagogike. Bratislava: Sapientia, 2012.- 220 s. ISBN 978-80-89229-24-6.</p> <p>KOUDELKOVÁ, Š., TARCSIOVÁ, D. 2017. Posunkuj so mnou: Základná posunková zásoba pre deti so sluchovým postihnutím. Bratislava: IRIS s.r.o., 2017. 202 s. ISBN 9788082000156.</p> <p>SCHMIDTOVÁ, M. 2011. Nová terminológia v oblasti sluchovej výchovy u detí so sluchovým postihnutím. In: Paedagogica specialis 25. Bratislava: Univerzita Komenského, 2011. - S. 19-24. - ISBN 978-80-223-2862-3. - (Zborník Pedagogickej fakulty Univerzity Komenského)</p>

SCHMIDTOVÁ, M. 1995. Sluchová výchova. Banská Bystrica : Metodické centrum, 1995. 38 s .ISBN 80-8041-078-X
 TARCSIOVÁ, D. 2019. Posunkový jazyk a vzdelávanie nepočujúcich. 1. vyd. Bratislava: IRIS, 2019. s. 316. ISBN 978-80-8200-040-8.
 TARCSIOVÁ, D. 2010. Základy posunkového jazyka pre študentov [elektronický dokument]. Bratislava: Mabag. 2010, 70 s. ISBN 978-80-89113-80-4.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-PZPex008/22	Course title: Specific teaching subjects for the visually impaired
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 8s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 8 hours of teaching per semester (4 hours lecture + 4 hours seminar), combined method Student's workload: 8 hours of teaching; 40 hours production of educational materials; 20 hours of creating manuals (material manuals); 40 hours of preparation for the final assessment. TOTAL: 108 hours of student work. Methods of delivering the educational content: lecturing, discussion, brainstorming, solving model situations in both theoretical and practical terms, solving problem solving tasks, self-study.	
Number of credits: 4	
Recommended semester: 5.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will create educational material for students with visual impairments that will be used primarily in the specific course Individual Tyflopetic Training. The student will develop a manual/guide/methodological material (depending on the focus of the educational material) for the use of the material/assistance(s). The course ends with an assessment of the acquired knowledge and a practical exam. A student who fails to meet the conditions set by the teacher during the semester will not be admitted to the final assessment. The evaluation is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a score of at least 60% is required. A - excellent performance, the student knows the basic concepts and terminology, can apply what is learned to practice; thinks and evaluates critically, the educational material meets all the required criteria, the manual/handbook is appropriate to the assignment and is rigorously developed;	

B - excellent performance, the student knows basic concepts and terminology, but minor deficiencies are observed when applying the knowledge to practice; critical thinking is somewhat weakened; educational material meets almost all required criteria, the manual/handbook meets the assignment but is not compact;

C - good performance, the student has mastered the basic concepts and terminology but can only partially apply what he/she has learned to practice; critical thinking is considerably weakened; the educational material meets only part of the required criteria, the manual/manual shows professional and methodological deficiencies;

D - acceptable performance, the student has mastered only part of the basic concepts and terminology, he/she cannot synthesize what he/she has learned, he/she has significant problems with application to the practical plane, critical thinking is significantly weakened; the educational material meets only the minimum criteria, the manual/manual shows significant professional and methodological deficiencies;

E - minimally acceptable performance, the student has mastered basic concepts and terminology at an elementary level, applies what he/she has learned to practice with significant problems and teacher support, critical thinking is significantly weakened; the educational material meets only elementary criteria, the manual/handbook is not sufficiently professionally and methodologically elaborated;

Fx - unacceptable performance, the student has not met the conditions set by the teacher during the semester.

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

Learning outcomes:

After completing the course, the student will acquire knowledge and planning, methods, procedures, methods, forms and means of teaching specific subjects for the visually impaired aimed at their personal and interpersonal development. The student will be familiar with the goals, educational plans and content of the subjects included in the area of Special Educational Support within the framework of the State Educational Programme for Pupils with Visual Impairment (subjects such as Individual Tyflopodic Exercises, Orientation and mobility, Mobility Training), as well as other specific subjects such as Informatics Education, Teaching Braille, Social Skills.

The student will acquire skills in the practical mastery of the principles of creating educational/stimulating materials for pupils with disabilities and in the creation of manuals/handbooks for them. The student will be competent in working with compensatory aids for the visually impaired. He/she will be proficient in the basic operation of assistive technology for visually impaired pupils, basic walking techniques for blind pupils with a guide, long white cane or guide dog. He/she will be proficient in specific methods of teaching orientation and mobility to blind pupils and movement development techniques for visually impaired pupils. The student will master specific procedures in the teaching of the subject of Information Education and will have the skills to modify the content of the curriculum in this subject. The student will develop skills in reading and writing Braille, skills in effective ways of managing self care, and communication and social skills useful in teaching the subject of Social Skills. He/she will be able to handle the teaching of the above subjects methodically and didactically.

Within the framework of transferable competences, the student will develop, in particular, communication and social competences, digital competences, organisational skills, digital skills, analytical skills, creativity and abstract thinking skills, mentoring and supervisory skills.

Class syllabus:

Special educational support - educational area in the context of the Educational Programme for Children and Pupils with Visual Impairment. The student will acquire terminology and conceptual apparatus from the given issue, understand the connections between the subjects in the given area,

be able to navigate in them, be able to identify the problems of pupils in specific areas, propose solutions, transfer the learned to the practical level and specific procedures in education.

Principles of creating worksheets, stimulating materials and didactic aids for pupils with visual impairment necessary for teaching individual typhlopedic exercises.

Creation of educational materials, aids and other components of the educational process. The student will have skills that can be used in the creation of specific educational materials, will be able to think creatively, practically process their ideas (development of creative thinking and creativity), will learn to use the acquired knowledge in the preparation of aids and supporting educational material.

Orientation and mobility. The student will learn in theoretical and practical terms the basic techniques of orientation - guiding by a sighted person, techniques of walking with a white stick, walking with a guide dog, trailing, safety attitudes. The student can identify and name the differences between orientation feature and point of orientation, between macro space and micro space. The student will gain experience with mind maps - a set of coordinates used to orient and navigate a blind person. Acquires skill in guiding the blind and supporting their orientation in space.

Movement Training. The student will be provided with a battery of activities and exercises to promote movement education for the visually impaired. He/she will understand the importance and significance of movement, physical activities, correct posture, will acquire the methodology and didactic procedures of practicing and developing movement skills of pupils, will become familiar with the elements of health physical education, will understand the movement limitations in progressive visual impairments. Gain skills in the application of the passive movement method, etc.

Information Education. The student will become familiar with the basic principles of the blind and severely visually impaired working with PC using assistive technologies. He/she will master the basics of controlling the voice output of JAWS and NVDA (blind pupils) and the so-called screen magnifiers MAGIC, ZOOMTEXT, etc. (partially sighted pupils).

Individual typing exercises and Braille practice. The student will develop skills in reading and writing Braille and enrich them with the competence to methodically and didactically guide a pupil with disabilities in this subject. The student will master the methods of acquiring individual signs (letters and numbers), including the methodology of their introduction sequence and their writing on a special machine for writing Braille - Tatrapoint.

Development of social skills of the visually impaired. The student will learn the methods, techniques and procedures of social skills development, will have a set of activities for the development of social skills. At the same time, the student will develop his/her communication and social skills and foster his/her creative thinking and organizational skills.

Recommended literature:

Compulsory readings:

Vzdelávací program pre deti a žiakov so zrakovým postihnutím schválený MŠ SR.

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011.

ISBN 978-80-89238-61-3 (kapitoly: Komunikácia ZP, Orientácia a mobilita ZP).

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J. KRAJČÍ, P. Teória a výskum digitálnych a asistenčných technológií v inkluzívnej špeciálnej pedagogike. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. 199 s. ISBN 978-80-7464-675-1. (kapitoly: Diferenciácia pomôcok, prístrojov, techniky a technológií vo VR ZdP, Pomôcky a technológie ako prostriedok saturácie ŠEP jednotlivcov so ZZ, Pomôcky, prístroje, technika a technológie v špecifických predmetoch vo vzdelávaní jednotlivcov so zrakovým postihnutím, Tvorba edukačných materiálov prostredníctvom digitálnych technológií).

LOPÚCHOVÁ, J. Rozvíjanie prvkov priestorovej orientácie a mobility u binokulárne postihnutých detí predškolského veku prostredníctvom pohybových hier. Bratislava: [s.n.], 2001. - 136 s.

LOPÚCHOVÁ, J. Ondráčková, Ž. Orientácia a mobilita ako významný determinant nezávislosti seniorov so zrakovým postihnutím. Bratislava: Iris, 2020. 106 s. ISBN 978-80-8200-048-4 (kapitoly: Orientácia a mobilita jednotlivcov s poruchami zraku, Význam zmyslovej percepcie pre orientáciu a mobilitu, Zdroje vnemov pre orientáciu a mobilitu, Proces nácviku orientácie v priestore, Nácvik priestorovej orientácie a samostatného pohybu u seniorov so zrakovým postihnutím, Pomôcky, prístroje, technika a technológie pre efektívnu orientáciu a mobilitu jednotlivcov s poruchami zraku, Technologický pokrok v oblasti využívania pomôcok, prístrojov, techniky a technológií pre orientáciu a mobilitu, Mobilita a kvalita života jednotlivcov so zrakovým postihnutím, Orientácia a mobilita seniorov v zahraničných výskumných štúdiách).

LOPÚCHOVÁ, J. Ježíková, M. Teoreticko-empirické aspekty čitateľskej gramotnosti žiakov so zrakovým postihnutím. Bratislava: Iris, 2017. 246 s. ISBN 978-80-8200-017-0 (časť Komunikácia ZP, Edukácia ako bazálny nástroj nadobúdania gramotnosti jednotlivcov so ZP, Využitie zmyslov pri podpore čitateľskej gramotnosti ZP, Súvzťažné oblasti čitateľskej gramotnosti žiakov so ZP)

LOPÚCHOVÁ, J. Využitie tyflotechnických pomôcok a prístrojov v procese edukácie študentov so zrakovým postihnutím na PdF UK v Bratislave. In: Niektoré technologické inovácie v špeciálnej pedagogike. - Bratislava : Sapientia, 2007. S. 141-148. - ISBN 978-80-89229-10-9

LOPÚCHOVÁ, J. Orientácia a mobilita nevidiacich v zlých poveternostných podmienkach. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. - Senec : Slovenská únia mediátorov, 2009. - S. 58-61 [CD-ROM]. - ISBN 978-80-970251-2-0

LOPÚCHOVÁ, J. Sociálne zručnosti u študentov so zrakovým postihnutím na vysokej škole. In: Sociálny aspekt integrovaného vzdelávania detí a mládeže so zrakovým postihnutím. Bratislava : Univerzita Komenského, 2008. - S. 39-43. - ISBN 978-80-223-2353-6.

Recommended readings:

LOPÚCHOVÁ, J. Uplatnenie pomôcok, techniky a technológií v špecifických predmetoch v edukácii jednotlivcov so zrakovým postihnutím. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 470-488 [CD-ROM]. - ISBN 978-80-89726-28-8

LOPÚCHOVÁ, J. Špecifiká nácviku orientácie a mobility u dospelých zrakovo postihnutých jednotlivcov In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Prešovská univerzita v Prešove, 2020. - S. 157-176. - ISBN 978-80-555-2591-4

LOPÚCHOVÁ, J. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. - S. 180-212. - ISBN 978-80-7464-674-4

LOPÚCHOVÁ, J. Mangová, L. Vzdelávanie žiakov so zrakovým postihnutím prostredníctvom nových informačných a komunikačných technológií s akcentom na využitie PC so špeciálnymi periférnymi zariadeniami. In: Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy. Bratislava : Mabag, 2009. - S. 206-217. - ISBN 978-80-89113-43-9

LOPÚCHOVÁ, J. Moderné informačno-komunikačné technológie a ich používanie z pohľadu pedagógov žiakov so zrakovým postihnutím. In: Paedagogica specialis 26. Bratislava: Iris, 2012. S. 221-238. ISBN 978-80-223-3287-3

LOPÚCHOVÁ, J. Vodiaci pes - luxus alebo nevyhnutnosť? : (z výskumu názorov laickej verejnosti na problematiku vodiaceho psa). - (Zborník Pedagogickej fakulty Univerzity Komenského). In: Paedagogica specialis 23. - Bratislava : Univerzita Komenského, 2007. - S. 241-244. ISBN 978-80-223-2387-1

<p>WIENER,P. 2006. Prostorová orientace zrakově postižených. Praha: IR ZP UK, 2006. ISBN 80-239-6775-4</p> <p>HALÁSOVÁ, E., KAMENICKÁ, V., MÚDRA, Š. 2005. Ja to zvládnem sám. Metodická příručka nácviku priestorovej orientácie, samostatného pohybu a sebaobslužných činností zrakově postižených dětí. Levoča: Tlačiareň Polypress spol. s.r.o. Levoča, 2005. 67 s. ISBN 80-88704-62-6.</p> <p>RUŽIČKOVÁ, V., KROUPOVÁ, K. 2017. Pohled na samostatný pohyb a prostorovou orientaci osob se zrakovým postižením. Olomouc: Univerzita Palackého v Olomouci, 2017. 177 s. ISBN 978-80-244-5273-9.</p> <p>REGEC, V. Vybrané aspekty využitia informačných a komunikačných technológií v teórii a praxi. In REGEC, V. (Ed.) Sborník textů z odborné mezinárodní konference s názvem Posilování kompetencí v oblasti informačních technologií mladých vědeckých pracovníků při práci s osobami se zdravotním postižením, 2012, 1. Vyd. Olomouc: Univerzita Palackého v Olomouci. s. 171 – 188. ISBN 978-80-244-3190-1</p> <p>ROVNANÍKOVÁ, M. 2014. Špecifiká práce so žiakovým postihnutím [online]. Bratislava: Metodicko-pedagogické centrum, 33 s. ISBN</p>																				
<p>Languages necessary to complete the course: slovak, czech</p>																				
<p>Notes:</p>																				
<p>Past grade distribution Total number of evaluated students: 0</p> <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	0,0	0,0	0,0	0,0	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
0,0	0,0	0,0	0,0	0,0	0,0	0,0														
<p>Lecturers: doc. PaedDr. Jana Lopúchová, PhD., Mgr. Marek Hlina</p>																				
<p>Last change: 12.09.2023</p>																				
<p>Approved by:</p>																				

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSpP/M-PZPex008/22	Course title: Specific teaching subjects for the visually impaired
Educational activities: Type of activities: lecture + seminar Number of hours: per week: per level/semester: 8s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 8 hours of teaching per semester (4 hours lecture + 4 hours seminar), combined method Student's workload: 8 hours of teaching; 40 hours production of educational materials; 20 hours of creating manuals (material manuals); 40 hours of preparation for the final assessment. TOTAL: 108 hours of student work. Methods of delivering the educational content: lecturing, discussion, brainstorming, solving model situations in both theoretical and practical terms, solving problem solving tasks, self-study.	
Number of credits: 4	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will create educational material for students with visual impairments that will be used primarily in the specific course Individual Tyflopedic Training. The student will develop a manual/guide/methodological material (depending on the focus of the educational material) for the use of the material/assistance(s). The course ends with an assessment of the acquired knowledge and a practical exam. A student who fails to meet the conditions set by the teacher during the semester will not be admitted to the final assessment. The evaluation is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. Credit will not be awarded to a student who scores less than 50% on any of the assignments. To pass the course, a score of at least 60% is required. A - excellent performance, the student knows the basic concepts and terminology, can apply what is learned to practice; thinks and evaluates critically, the educational material meets all the required criteria, the manual/handbook is appropriate to the assignment and is rigorously developed;	

B - excellent performance, the student knows basic concepts and terminology, but minor deficiencies are observed when applying the knowledge to practice; critical thinking is somewhat weakened; educational material meets almost all required criteria, the manual/handbook meets the assignment but is not compact;

C - good performance, the student has mastered the basic concepts and terminology but can only partially apply what he/she has learned to practice; critical thinking is considerably weakened; the educational material meets only part of the required criteria, the manual/manual shows professional and methodological deficiencies;

D - acceptable performance, the student has mastered only part of the basic concepts and terminology, he/she cannot synthesize what he/she has learned, he/she has significant problems with application to the practical plane, critical thinking is significantly weakened; the educational material meets only the minimum criteria, the manual/manual shows significant professional and methodological deficiencies;

E - minimally acceptable performance, the student has mastered basic concepts and terminology at an elementary level, applies what he/she has learned to practice with significant problems and teacher support, critical thinking is significantly weakened; the educational material meets only elementary criteria, the manual/handbook is not sufficiently professionally and methodologically elaborated;

Fx - unacceptable performance, the student has not met the conditions set by the teacher during the semester.

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

Learning outcomes:

After completing the course, the student will acquire knowledge and planning, methods, procedures, methods, forms and means of teaching specific subjects for the visually impaired aimed at their personal and interpersonal development. The student will be familiar with the goals, educational plans and content of the subjects included in the area of Special Educational Support within the framework of the State Educational Programme for Pupils with Visual Impairment (subjects such as Individual Tyflopodic Exercises, Orientation and mobility, Mobility Training), as well as other specific subjects such as Informatics Education, Teaching Braille, Social Skills.

The student will acquire skills in the practical mastery of the principles of creating educational/stimulating materials for pupils with disabilities and in the creation of manuals/handbooks for them. The student will be competent in working with compensatory aids for the visually impaired. He/she will be proficient in the basic operation of assistive technology for visually impaired pupils, basic walking techniques for blind pupils with a guide, long white cane or guide dog. He/she will be proficient in specific methods of teaching orientation and mobility to blind pupils and movement development techniques for visually impaired pupils. The student will master specific procedures in the teaching of the subject of Information Education and will have the skills to modify the content of the curriculum in this subject. The student will develop skills in reading and writing Braille, skills in effective ways of managing self care, and communication and social skills useful in teaching the subject of Social Skills. He/she will be able to handle the teaching of the above subjects methodically and didactically.

Within the framework of transferable competences, the student will develop, in particular, communication and social competences, digital competences, organisational skills, digital skills, analytical skills, creativity and abstract thinking skills, mentoring and supervisory skills.

Class syllabus:

Special educational support - educational area in the context of the Educational Programme for Children and Pupils with Visual Impairment. The student will acquire terminology and conceptual apparatus from the given issue, understand the connections between the subjects in the given area,

be able to navigate in them, be able to identify the problems of pupils in specific areas, propose solutions, transfer the learned to the practical level and specific procedures in education.

Principles of creating worksheets, stimulating materials and didactic aids for pupils with visual impairment necessary for teaching individual typhlopedic exercises.

Creation of educational materials, aids and other components of the educational process. The student will have skills that can be used in the creation of specific educational materials, will be able to think creatively, practically process their ideas (development of creative thinking and creativity), will learn to use the acquired knowledge in the preparation of aids and supporting educational material.

Orientation and mobility. The student will learn in theoretical and practical terms the basic techniques of orientation - guiding by a sighted person, techniques of walking with a white stick, walking with a guide dog, trailing, safety attitudes. The student can identify and name the differences between orientation feature and point of orientation, between macro space and micro space. The student will gain experience with mind maps - a set of coordinates used to orient and navigate a blind person. Acquires skill in guiding the blind and supporting their orientation in space.

Movement Training. The student will be provided with a battery of activities and exercises to promote movement education for the visually impaired. He/she will understand the importance and significance of movement, physical activities, correct posture, will acquire the methodology and didactic procedures of practicing and developing movement skills of pupils, will become familiar with the elements of health physical education, will understand the movement limitations in progressive visual impairments. Gain skills in the application of the passive movement method, etc.

Information Education. The student will become familiar with the basic principles of the blind and severely visually impaired working with PC using assistive technologies. He/she will master the basics of controlling the voice output of JAWS and NVDA (blind pupils) and the so-called screen magnifiers MAGIC, ZOOMTEXT, etc. (partially sighted pupils).

Individual typing exercises and Braille practice. The student will develop skills in reading and writing Braille and enrich them with the competence to methodically and didactically guide a pupil with disabilities in this subject. The student will master the methods of acquiring individual signs (letters and numbers), including the methodology of their introduction sequence and their writing on a special machine for writing Braille - Tatrapoint.

Development of social skills of the visually impaired. The student will learn the methods, techniques and procedures of social skills development, will have a set of activities for the development of social skills. At the same time, the student will develop his/her communication and social skills and foster his/her creative thinking and organizational skills.

Recommended literature:

Compulsory readings:

Vzdelávací program pre deti a žiakov so zrakovým postihnutím schválený MŠ SR.

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011.

ISBN 978-80-89238-61-3 (kapitoly: Komunikácia ZP, Orientácia a mobilita ZP).

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J. KRAJČÍ, P. Teória a výskum digitálnych a asistenčných technológií v inkluzívnej špeciálnej pedagogike. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. 199 s. ISBN 978-80-7464-675-1. (kapitoly: Diferenciácia pomôcok, prístrojov, techniky a technológií vo VR ZdP, Pomôcky a technológie ako prostriedok saturácie ŠEP jednotlivcov so ZZ, Pomôcky, prístroje, technika a technológie v špecifických predmetoch vo vzdelávaní jednotlivcov so zrakovým postihnutím, Tvorba edukačných materiálov prostredníctvom digitálnych technológií).

LOPÚCHOVÁ, J. Rozvíjanie prvkov priestorovej orientácie a mobility u binokulárne postihnutých detí predškolského veku prostredníctvom pohybových hier. Bratislava: [s.n.], 2001. - 136 s.

LOPÚCHOVÁ, J. Ondráčková, Ž. Orientácia a mobilita ako významný determinant nezávislosti seniorov so zrakovým postihnutím. Bratislava: Iris, 2020. 106 s. ISBN 978-80-8200-048-4 (kapitoly: Orientácia a mobilita jednotlivcov s poruchami zraku, Význam zmyslovej percepcie pre orientáciu a mobilitu, Zdroje vnemov pre orientáciu a mobilitu, Proces nácviku orientácie v priestore, Nácvik priestorovej orientácie a samostatného pohybu u seniorov so zrakovým postihnutím, Pomôcky, prístroje, technika a technológie pre efektívnu orientáciu a mobilitu jednotlivcov s poruchami zraku, Technologický pokrok v oblasti využívania pomôcok, prístrojov, techniky a technológií pre orientáciu a mobilitu, Mobilita a kvalita života jednotlivcov so zrakovým postihnutím, Orientácia a mobilita seniorov v zahraničných výskumných štúdiách).

LOPÚCHOVÁ, J. Ježíková, M. Teoreticko-empirické aspekty čitateľskej gramotnosti žiakov so zrakovým postihnutím. Bratislava: Iris, 2017. 246 s. ISBN 978-80-8200-017-0 (časť Komunikácia ZP, Edukácia ako bazálny nástroj nadobúdania gramotnosti jednotlivcov so ZP, Využitie zmyslov pri podpore čitateľskej gramotnosti ZP, Súvzťažné oblasti čitateľskej gramotnosti žiakov so ZP)

LOPÚCHOVÁ, J. Využitie tyflotechnických pomôcok a prístrojov v procese edukácie študentov so zrakovým postihnutím na PdF UK v Bratislave. In: Niektoré technologické inovácie v špeciálnej pedagogike. - Bratislava : Sapientia, 2007. S. 141-148. - ISBN 978-80-89229-10-9

LOPÚCHOVÁ, J. Orientácia a mobilita nevidiacich v zlých poveternostných podmienkach. In: Aktuálne otázky špeciálnej pedagogiky na Slovensku [elektronický zdroj]. - Senec : Slovenská únia mediátorov, 2009. - S. 58-61 [CD-ROM]. - ISBN 978-80-970251-2-0

LOPÚCHOVÁ, J. Sociálne zručnosti u študentov so zrakovým postihnutím na vysokej škole. In: Sociálny aspekt integrovaného vzdelávania detí a mládeže so zrakovým postihnutím. Bratislava : Univerzita Komenského, 2008. - S. 39-43. - ISBN 978-80-223-2353-6.

Recommended readings:

LOPÚCHOVÁ, J. Uplatnenie pomôcok, techniky a technológií v špecifických predmetoch v edukácii jednotlivcov so zrakovým postihnutím. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 470-488 [CD-ROM]. - ISBN 978-80-89726-28-8

LOPÚCHOVÁ, J. Špecifiká nácviku orientácie a mobility u dospelých zrakovo postihnutých jednotlivcov In: Špeciálnopedagogické vedecké a praxeologické problémy v kontexte transformačných procesov. Prešov: Prešovská univerzita v Prešove, 2020. - S. 157-176. - ISBN 978-80-555-2591-4

LOPÚCHOVÁ, J. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. - S. 180-212. - ISBN 978-80-7464-674-4

LOPÚCHOVÁ, J. Mangová, L. Vzdelávanie žiakov so zrakovým postihnutím prostredníctvom nových informačných a komunikačných technológií s akcentom na využitie PC so špeciálnymi periférnymi zariadeniami. In: Komplexná rehabilitácia viacnásobne postihnutých : niektoré nové metodiky a programy. Bratislava : Mabag, 2009. - S. 206-217. - ISBN 978-80-89113-43-9

LOPÚCHOVÁ, J. Moderné informačno-komunikačné technológie a ich používanie z pohľadu pedagógov žiakov so zrakovým postihnutím. In: Paedagogica specialis 26. Bratislava: Iris, 2012. S. 221-238. ISBN 978-80-223-3287-3

LOPÚCHOVÁ, J. Vodiaci pes - luxus alebo nevyhnutnosť? : (z výskumu názorov laickej verejnosti na problematiku vodiaceho psa). - (Zborník Pedagogickej fakulty Univerzity Komenského). In: Paedagogica specialis 23. - Bratislava : Univerzita Komenského, 2007. - S. 241-244. ISBN 978-80-223-2387-1

WIENER,P. 2006. Prostorová orientace zrakově postižených. Praha: IR ZP UK, 2006. ISBN 80-239-6775-4

HALÁSOVÁ, E., KAMENICKÁ, V., MÚDRA, Š. 2005. Ja to zvládnem sám. Metodická příručka nácviku priestorovej orientácie, samostatného pohybu a sebaobslužných činností zrakově postižených dětí. Levoča: Tlačiareň Polypress spol. s.r.o. Levoča, 2005. 67 s. ISBN 80-88704-62-6.

RUŽIČKOVÁ, V., KROUPOVÁ, K. 2017. Pohled na samostatný pohyb a prostorovou orientaci osob se zrakovým postižením. Olomouc: Univerzita Palackého v Olomouci, 2017. 177 s. ISBN 978-80-244-5273-9.

REGEC, V. Vybrané aspekty využitia informačných a komunikačných technológií v teórii a praxi. In REGEC, V. (Ed.) Sborník textů z odborné mezinárodní konference s názvem Posilování kompetencí v oblasti informačních technologií mladých vědeckých pracovníků při práci s osobami se zdravotním postižením, 2012, 1. Vyd. Olomouc: Univerzita Palackého v Olomouci. s. 171 – 188. ISBN 978-80-244-3190-1

ROVNANÍKOVÁ, M. 2014. Špecifiká práce so žiakovým postihnutím [online]. Bratislava: Metodicko-pedagogické centrum, 33 s. ISBN

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. PaedDr. Jana Lopúchová, PhD., Mgr. Marek Hlina

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PSPex003/22	Course title: Theory of education of the hearing impaired
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (lecture) - combined method. Student workload: 5 hours of teaching; 26 hours of preparation of semester papers; 15 hours of preparation for the intermediate test; 34 hours of preparation for the final test. A total of 80 hours of student work. Learning methods: Dialogical - interview, discussion, problem-based methods - creation of mind maps, brainstorming.	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites: PdF.KŠP/M-SPPex007/22 - Theory and didactics of special education and educational rehabilitation	
Course requirements: There will be one written quiz during the semester for 20 points, a term paper must be completed (25 points), and the student comes to the seminar prepared (5 points). The student will not be allowed to take the final test (50 points) until a minimum of 30 points has been earned during the semester. This means that he/she cannot be awarded credit for the course. The student must score a minimum of 50% on the final test. 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. The grade is awarded on a scale: A (100-91%, excellent - outstanding), B (90-81%, very good - above average standard), C (80-73%, good - normal reliable work), D (72-66%, satisfactory - acceptable results), E (65-60%, satisfactory - results meet minimum criteria), Fx (59-0%, inadequate - extra work required) A-excellent performance, student can/does/creates/critically evaluates; B-excellent performance, student can/does but critical thinking is borderline; C-good performance, student knows/learns but can partially apply to practice; D-acceptable performance, student has learned partially but cannot adequately apply to practice; E-minimally acceptable performance, student has learned minimally	

and cannot adequately apply to practice; FX-unacceptable performance, student has not met the criteria for the assignment.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

After completing the course, the student knows the theoretical basis of education of pupils with hearing impairment. On the basis of knowledge from general didactics, the student is able to modify methods, forms, means of teaching with pupils with hearing impairment in different educational environments (special school and integrated/inclusive environments). Knows the learning styles and learning strategies of pupils and is able to apply them in the educational process. Has theoretical knowledge of the possibilities of assessment and classification of pupils with SP and is able to apply them in practice. Knows the administration related to teaching in special and mainstream school settings and has experience of using and completing it.

The following transferable skills are also developed in the course Theory of Education of the Hearing Impaired: communication skills, analytical skills, abstract and critical thinking skills, motivation and the ability to learn and think in context, metacognitive skills, supervisory skills.

Class syllabus:

1. Basis of the theory of education of pupils with hearing impairment in Slovakia. Key problems of the theory of education of pupils with learning disabilities. Methods, forms, means, principles of SP teaching. Cognitive goals, affective goals, motor goals. Practical preparation of some activities with incorporation of methods, forms and means. 2. Learning styles and teaching strategies in special schools and mainstream schools. 3. School documents and materials and their use (State Educational Programme, Educational Programme for the Hearing Impaired, School Educational Programme, Curricula, syllabuses). Methodological instruction for the preparation of school educational programmes. 4. Educational programme for pupils with hearing impairment. Profile of the graduate. Educational areas, teaching subjects. Content standard, performance standard, key competences and their application in primary school. 5. Pedagogical and organizational guidelines for the school year. Thematic plans. The role of methodological associations and subject committees. Preparation for teaching. 6. Evaluation and classification in terms of the pedagogy of the hearing impaired. Application of the methodological guidelines. Patterns of pedagogical documentation and documents - methods of filling in, practical filling in of given materials. 7. Personnel and organizational provision of teaching (special educator, school special educator, teaching assistant...). Decree on special school, specifics within the school for the hearing impaired (grades, division of school, division of pupils, numbers of pupils in a class, numbers of pupils in school activities...). 8. Education in integrated/inclusive education. Specifics of the theory of education in the mainstream school (creating conditions for education in the mainstream school). The support team and its roles. 9. Specific textbooks for pupils with hearing impairment - current situation and vision for the future. Specific methods of education for the hearing impaired and their application in the conditions of special schools for the hearing impaired and in an integrated/inclusive environment.

Recommended literature:

Compulsory readings:

SCHMIDTOVÁ M. a kol. 2016. Teória edukácie žiakov so sluchovým postihnutím I. Bratislava - Iris – Vydavateľstvo a tlač, s.r.o., 2016. 145 s. ISBN 978-80-89726-59-2.

SCHMIDTOVÁ M. a kol. 2016. Teória edukácie žiakov so sluchovým postihnutím II. Bratislava - Iris – Vydavateľstvo a tlač, s.r.o., 2016, 354 s. (9.kapitola)

Recommended readings:

TARCSIOVÁ, D., JURÁNEKOVÁ, Z., TOMÁŠKOVÁ, M., 2021. Príručka o vzdelávaní žiaka s poruchou sluchu v bežnej triede, Bratislava: IRIS s.r.o., 2021. 95 s. (vybrané časti) (zadané do tlače).

HOVORKOVÁ, S., a kol. 2018. Máme dieťa s poruchou sluchu 1, 2018. Bratislava: A lfa print, s.r.o., 546 s., ISBN 978-80-89895-11-3 (vybrané časti).

Kolektív autorov: 2016. Aplikácia vzdelávacích programov pre žiakov so zdravotným znevýhodnením a všeobecným intelektovým nadaním. 2016. Bratislava: ŠPÚ, 118 s. (časť venovaná problematike žiakov so sluchovým postihnutím). 4) Dostupné na: http://www.statpedu.sk/sites/default/files/nove_dokumenty/deti-a-ziaci-so-zdravotnym-znevychodnenim/Aplikacia_VPpre_ZZ_VIN_2016.pdf

PEDAGOGICKO-ORGANIZAČNÉ POKYNY na konkrétny školský rok Dostupné na: <https://www.minedu.sk>

Vzdelávací program pre deti a žiakov so sluchovým postihnutím.

Vybraný školský vzdelávací program a tematický výchovno-vzdelávací plán

POTMEŠIL, M. a kol. 2012. Metodika práce se žákem se sluchovým postižením. Olomouc: UP, s. 136 ISBN 978-80-244-3310-3.

322/2008 Z. z. VYHLÁŠKA Ministerstva školstva Slovenskej republiky zo 6. augusta 2008 o špeciálnych školách

320/2008 Z. z. VYHLÁŠKA Ministerstva školstva Slovenskej republiky z 23. júla 2008 o základnej škole

Metodický pokyn č. 22/2011 na hodnotenie žiakov základnej školy

Metodické usmernenie: tvorba školského vzdelávacieho programu

Dokumenty pre ZŠ (vysvedčenie, triedna kniha.....).

Languages necessary to complete the course:

Slovak language and Czech language

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: prof. PaedDr. Darina Tarcsiová, PhD.

Last change: 12.09.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KŠP/M-PZPex001/22	Course title: Theory of education of the visually impaired
Educational activities: Type of activities: lecture Number of hours: per week: per level/semester: 5s Form of the course: combined	
Type, volume, methods and workload of the student - additional information 5 hours of teaching per semester (lecture) using the combined method Student workload: 5 hours of teaching; 20 hours of seminar work preparation; 54 hours of self-study and preparation for the final assessment. A total of 79 hours. Methods of delivering the training content: lecturing, expert commentary, discussion, brainstorming, self-study, analysis of model situations.	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites: PdF.KŠP/M-SPPex007/22 - Theory and didactics of special education and educational rehabilitation	
Course requirements: The student will prepare a seminar paper during the semester on a topic assigned by the teacher, from which a maximum of 30 points can be obtained. The minimum number of points required for admission to the final examination is 20 points. The course will end with a final written test, from which the student may obtain a maximum of 70 points. The grade is awarded on a scale: A (100-91 points, excellent - outstanding), B (90-81 points, very good - above average standard), C (80-73 points, good - normal reliable work), D (72-66 points, satisfactory - acceptable results), E (65-60 points, satisfactory - results meet the minimum criteria), Fx (59-0 points, inadequate - extra work required). A minimum of 91 points is required for a final grade of A, a minimum of 81 points for a grade of B, a minimum of 73 points for a grade of C, a minimum of 66 points for a grade of D and a minimum of 60 points for a grade of E. To pass the course, a minimum of 60% of the marks must be obtained. A - excellent performance, the student masters the basic concepts in the field of the theory of education of the visually impaired, is oriented in the professional terminology, in the system of education of the visually impaired, masters in the theoretical level of methodological and didactic procedures in education, can professionally communicate the specifics of the education of the visually impaired and the ways of saturation of their special educational needs; the seminar work meets all the established criteria;	

B - excellent performance, the student knows the basic concepts, but the analysis of concepts and their definition is weakened, has minor shortcomings in orientation in the system of education of the visually impaired, knows in the theoretical level the methodological and didactic procedures in education, can describe them with minor hesitations, can professionally communicate the specifics of education of the visually impaired, ways of saturation of their special educational needs; the seminar paper meets almost all the criteria;

C - good performance, the student knows the basic concepts and terminology, but the analysis of concepts is weakened, he/she has gaps in definitions, he/she shows slight deficiencies in orientation in the system of education of the visually impaired, he/she partially knows the methodological and didactic procedures in education on the theoretical level, he/she can describe them with some hesitations, he/she can communicate the specifics of the education of the visually impaired, but lacks professional facts and support, he/she only partially knows the ways of saturation of their special educational needs; Seminar work meets only selected criteria;

D - acceptable performance, the student has mastered the concepts and terminology, but cannot communicate them professionally, has significant deficiencies in orientation in the system of education of the visually impaired, can hardly identify and only partially masters the ways of saturation of special educational needs, has significant deficiencies in knowledge, cannot apply what he/she has learned in model situations, the seminar paper meets the minimum criteria;

E - minimally acceptable performance, the student has only partially mastered the concepts and terminology with significant deficits, cannot communicate them professionally, has significant deficiencies in orientation in the system of education of the visually impaired, hardly identifies or does not identify the ways of saturation of special educational needs, has serious deficiencies in knowledge, cannot apply what he/she has learned in model situations, the seminar work meets only elementary criteria;

Fx - unacceptable performance, the student has not mastered the knowledge of the subject area and/or has not met the requirements set by the instructor during the semester.

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

Learning outcomes:

Upon completion of this course, the student will be proficient in the basic concepts of educational theory for individuals with visual impairments. The student will be familiar with the system and scheme of education and will be familiar with the State Curriculum and the Educational Programs for the Visually Impaired. The student will acquire knowledge of the specifics of the education of individuals with visual impairments. The student will understand the process of educating individuals with visual impairments in special education and integrated/inclusive settings and will be able to identify and name differences. The student will learn theoretical ways of educating the visually impaired, understand the specificity of approaches to individuals with visual impairments. Learn to recognise the actors involved in education and gain knowledge of their professional and personal qualities.

The student will further develop communication skills, the ability to think abstractly and critically, to think in context, and the ability to present his/her point of view.

Class syllabus:

All topics covered are oriented to ultimately meet the graduate's profile in the field relevant to this course. The content is divided into several thematic areas.

Theories of education of the visually impaired - definition, place in the system of sciences. The student will learn the basic concepts and terminology in the field of the theory of education of the visually impaired.

Goals of education of pupils of primary and lower secondary education. The student will understand the basic attributes of primary education of the visually impaired - terminological definition, goals,

tasks, forms, methods, means. The student will learn the structure of the educational process. He/she will acquire knowledge of didactics as a basis for the deliberate and erudite organization of the processes of learning and teaching, he/she will master the didactic principles of education of the visually impaired.

The student will acquire knowledge in the field of specifics of the educational process of visually impaired pupils/pupils with visual impairments and didactic procedures in the education of visually impaired pupils/pupils with visual impairments. The student will gain knowledge in the field of specifics of the educational process of blind pupils and didactic practices in the education of blind pupils. The student will be oriented in general educational strategies.

The student will learn to analyze the Educational Program for pupils with visual impairment for primary and lower secondary education, for primary art education and lower secondary art education. They will learn its characteristics, educational objectives, educational areas, organisational conditions for education and training, staffing of education and training, material and technical provision of education).

The student will understand the process of education of individuals with visual impairment in the conditions of mainstream schools. The student will understand the principles of integration/inclusion/co-education of individuals with visual impairment.

The student will theoretically understand the specifics of communication with people with disabilities in the educational process. The student will develop the skills to apply communication strategies with individuals with visual impairment using model situations. He/she will understand communication as one of the didactic means.

Preparatory year for pupils with visual impairment - the student will acquire knowledge about the content, specifics, didactic procedures, meaning and tasks of the preparatory year.

Profile of a graduate of primary and lower secondary education. The student will acquire the ability to identify general competences and competences of specific curriculum, he/she will be able to apply such educational activities that lead to their fulfillment.

Characteristics of the field of Special Education Support. Subject Individual tyflopodic practice - blind pupils. The student will acquire adequate didactic procedures. The subject Individual tyflopodic practice - low vision pupils. The student will acquire adequate didactic procedures. Subject Orientation and mobility. Subject Mobility training. Specifics of the subject Informatics in the blind. The student will acquire information on the content and course of these specific subjects. Adaptation of texts for students with visual impairment. The student will learn procedures on editing texts for the visually impaired and on editing and modifying texts for the blind. The student will become familiar with audio books. The student will learn procedures on modifying illustrations for students with visual impairments, self-illustrations for the visually impaired, and self-illustrations for blind children and students. The student will become familiar with tactile books and their use in education. Understand the didactic procedures for introducing illustrations into the educational process.

Adjustment of the conditions of school work of individually integrated pupils with visual impairment. The student remembers the procedures of modification and adaptation of the school environment for pupils with visual impairment.

Individual educational programs. The student learns the procedures and principles of developing an IEP. The student is able to analyze the content of an IEP for the visually impaired, construct it himself/herself, build on it and take a personalized approach to the student based on his/her special educational needs.

Documentation in the educational process. Become familiar with documentation in the educational process, understand its meaning and purpose, learn the principles of its content fulfillment.

Didactic analysis and projection of the curriculum. Learn the methods of evaluation, assessment and evaluation of the educational process.

Recommended literature:

Compulsory readings:

LOPÚCHOVÁ, J. 2011. Základy pedagogiky zrakovo postihnutých. Bratislava: IRIS, 2011. ISBN 978-80-89238-61-3.

LOPÚCHOVÁ, J. Príručka o vzdelávaní žiaka s poruchou zraku v bežnej škole. Bratislava, IRIS, 2021. S. 86. ISBN 978-80-8200-101-6.

LOPÚCHOVÁ, J. 2011. Saturácia špeciálnych edukačných potrieb u jednotlivcov so zrakovým postihnutím. 2011. 14 s. ISBN

LOPÚCHOVÁ, J. Žiak mladšieho školského veku so zrakovým postihnutím. In: Inkluzivní vzdělávání žáků mladšího školního věku se speciálními vzdělávacími potřebami. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. S. 180-212. ISBN 978-80-7464-674-4

LOPÚCHOVÁ, J. Špecifiká edukácie jednotlivcov so zrakovým postihnutím v inkluzívnom prostredí s akcentom na saturáciu ich špeciálnych edukačných potrieb In: Interdisciplinární pohledy na jinakost : 2. olomoucké speciálněpedagogické dny. Olomouc : Univerzita Palackého, 2014. - S. 145-158. - ISBN 978-80-244-4483-3

LOPÚCHOVÁ, J. Saturácia špeciálnych edukačných potrieb u žiakov mladšieho školského veku so zrakovým postihnutím v inkluzívnych podmienkach. In: Inkluzivní vzdělávání v globálních a v užších kontextech: předškolní a základní vzdělávání. Ostrava: Ostravská univerzita, Pedagogická fakulta, 2014. - S. 59-67. - ISBN 978-80-7464-659-1

LOPÚCHOVÁ, J. Uplatnenie pomôcok, techniky a technológií v špecifických predmetoch v edukácii jednotlivcov so zrakovým postihnutím. In: Inovácie v teórii a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím [elektronický zdroj]. - Bratislava : Iris, 2014. - S. 470-488 [CD-ROM]. ISBN 978-80-89726-28-8.

LOPÚCHOVÁ, J., NÉMETH. O. 2015. Determinanty úspešnej edukatívnej rehabilitácie žiakov so zrakovým postihnutím v inkluzívnych podmienkach – kvalitatívna analýza. In: Špeciálny pedagóg, 2015, Volume 2, Issue 4. s. 23-39. ISSN 1338-6670

NÉMETH, O. 1999. Slabozrakosť ako pedagogický problém. Bratislava: Sapienta, 1999. 115 s. ISBN 80-967180-5-3.

Vzdelávací program pre žiakov so zrakovým postihnutím pre primárne a nižšie stredné vzdelávanie, pre primárne umelecké vzdelávanie a nižšie sekundárne umelecké vzdelávanie, 2016.

HLINA, M. LOPÚCHOVÁ, J. Využívanie 3D tlače 3D modelov v edukačnom procese žiakov so zrakovým postihnutím. In: Paedagogica specialis : 32. - Bratislava : Univerzita Komenského v Bratislave, 2018. - S. 284-298. ISBN 978-80-223-4610-8.

Recommended readings:

LOPÚCHOVÁ, J. 2010. Stručný prehľad terminológie z pedagogiky zrakovo postihnutých. Bratislava: Iris, 2010. 115 s. ISBN 978-80-89256.

ČAJKA, K. 2007. Úvod do pedagogiky zrakovo postihnutých. Ružomberok: PdF KU, 2007. ISBN 978-80-8084-245-1.

LOPÚCHOVÁ, J. JEŽÍKOVÁ, M. Teoreticko-empirické aspekty čitateľskej gramotnosti žiakov so zrakovým postihnutím. - 1. vyd. - Bratislava : Iris, 2017. - 246 s. ISBN 978-80-8200-017-0

LOPÚCHOVÁ, J. VÝBERČIOVÁ, M. Špeciálne edukačné potreby jednotlivcov s poruchami zraku v produktívnom veku v oblasti ich ďalšieho vzdelávania. Bratislava: Iris, 2021. 108 s. ISBN 978-80-8200-078-1.

Zákon 245/2008 Z.z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov, Národná rada Slovenskej republiky.

Vyhláška 306/2008 Z. z. o materskej škole, Ministerstvo školstva Slovenskej republiky.

Vyhláška 332/2008 Z. z. o špeciálnych školách, Ministerstvo školstva Slovenskej republiky.

Vyhláška č. 325/2008 Z. z. o školských zariadeniach výchovného poradenstva a prevencie,
Ministerstvo školstva Slovenskej republiky.

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. PaedDr. Jana Lopúchová, PhD.

Last change: 12.09.2023

Approved by: