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COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde011/15	Andragogy

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 87

A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75

Lecturers: prof. PaedDr. ThDr. Monika Zaviš, PhD.

Last change: 03.09.2016

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde011/15	Andragogy

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 87

A	ABS	B	C	D	E	FX
51,72	0,0	20,69	16,09	2,3	3,45	5,75

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 03.09.2016

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde006/22	Basics of language culture

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week: seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 27 hours of preparation for the midterm test, 14 hours of preparation for the paper, 27 hours of preparation for the language proofreading
Total 90 hours of student work.
Teaching methods: explanation, discussion of the topic, solving problems and assignments, practical problem solving, work with text, small group work, e-learning

Number of credits: 3

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester by:
• a midterm test after the 4th topic (40 points),
• a paper (20 points),
• proofreading of the text after the 10th topic (40 points).
The course is completed with a grade resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (mid-term test: less than 24 points; paper: less than 12 points; proofreading of the text: less than 24 points).
A (100 - 93 %, excellent - outstanding results): excellent performance: The student has an excellent knowledge of contemporary linguistic culture theory to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing manner, and is able to apply and adapt it creatively at an excellent level, innovate and propose working procedures in the field of language standards and language practice in school practice, has the ability to creatively independently and imaginatively solve individual

tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of contemporary linguistic culture theory to the required extent, logically arranges the facts presented with only minor errors, takes a partially critical attitude to the acquired knowledge and is able to apply, adapt and innovate working practices in the field of language standards and language practice in school practice very well, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the current theory of language culture to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the acquired knowledge and existing working practices in the field of language standards and language practice in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the contemporary theory of language culture to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working practices in the field of language standard and language practice in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of contemporary linguistic culture theory to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices in the field of language standard and language practice in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the current theory of language culture to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to work in the field of language standard and language practice in school practice, cannot solve individual tasks and assignments, cannot self-study further.

Learning outcomes:
The student knows the theoretical background in the field of linguistic culture. The student understands the concepts and terms contemporary written language and contemporary written Slovak language with a focus on the periodisation of the history of written language and written Slovak language. He is familiar with the codification manuals that stood at the beginning of the stage of contemporary written Slovak, as well as with the currently valid codification manuals in book and electronic form available on the website of the Ľudovít Štúr Institute of Linguistics. The student has knowledge of the systemolinguistic and sociolinguistic approach to language culture, to the norm, to language practice, to codification or to the user of the written language and can critically evaluate the use of these approaches in teaching and proofreading practice. They have acquired the approach of an active and creative language user and can correctly evaluate the use of linguistic resources in relation to the communicative environment and the mode of communication, with a focus on school-age children. The student possesses knowledge concerning current problematic phenomena in the field of linguistic norms within individual subsystems of language and is able to apply them creatively in the school environment in the position of a teacher of lower and upper secondary education. The student is able to see individual phenomena in a broader linguistic, cultural and social context. Through problem solving, the student has acquired the skills to actively gather information

and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments.
They have also acquired a number of transferable skills, in particular analytical thinking, creativity and the ability to think abstractly. It is able to use its ability to critically assess the suitability and appropriateness of the information it receives to develop its own linguistic expression and to improve the communicative competence of pupils in lower and upper secondary education. He is able to communicate the acquired information to professionals and lay people. The student has acquired the competence to expand his/her knowledge independently and the ability to identify and evaluate the broader context of professional issues.

Class syllabus:

1. Contemporary written language and contemporary written Slovak. Stability and dynamism of the written language.
2. National language and its stratification. Standard, codification, linguistic anxiety, orthography anxiety, valid codification manuals of contemporary written Slovak.
3. Users of written Slovak, language patterns, language personalities. Language education in and out of school.
4. Contemporary written Slovak. Language culture and criteria of orthography.
5. Problematic phenomena of the sound subsystem. Selected orthoepic phenomena.
6. Rhythmic law from the perspective of codification.
7. Problematic phenomena of the morphological and syntactic subsystem.
8. Problematic phenomena of the lexical subsystem. Spoken and unspoken lexis.
9. The question of the protection of the Slovak language. Non-linguistic influences. Adoption of expressions. Englishisms and Bohemianisms.
10. Selected orthographic phenomena.
11. Linguistic proofreading of the text.

The student will be able to define a linguistic norm and its relationship to linguistic practice. The student will be able to interpret the theoretical basis of the conditions for the definition of the concept and term user of written Slovak. The student will acquire knowledge of the basic factors that influence language culture and language learning. The student will be able to explain the ways of acquiring and using the national or written language with a focus on school and out-of-school language education. As a linguistic role model, he/she will be able to naturally activate and develop a positive attitude of the pupil towards the language and in particular towards written Slovak. He/she will learn to compare and critically evaluate the systemolinguistic and sociolinguistic approach to the language user and his/her linguistic expressions. In the context of problematic phenomena of the sound subsystem, the student will consolidate and practise knowledge focused on the pronunciation of soft and hard consonants, on the syllabic changes within and at the end of a word. The student will learn the essence of the rhythmic law and its reflection in older and newer codification and non-codification manuals, and will be able to apply it correctly in the production of his/her own speeches. The student will master the practical use of selected orthographic and orthographic rules and learn how to implement them in educational activities in school settings. The student will be able to identify and correct the most frequent lexical, morphological and syntactic linguistic errors. On the basis of vocabulary differentiation, the student will be aware of the different use of written and unwritten lexical resources in formal and informal speech and language and will be able to use them appropriately in specific speech and language expressions. The student will become familiar with the issue of the protection of the written language contained in the Act on the State Language and the concept of the care of the state language in the application subsystem, with a focus on education and training. The student will be familiar with and be able to critically evaluate the purist and functionalist approach to the protection of the written language and the related foreign language

influences. The student will become familiar with the most frequent and established bohemianisms in the Slovak language and will be able to critically assess their occurrence in linguistic and speech manifestations from the perspective of systemic linguistics and sociolinguistics. He/she will learn how to actively acquire information related to linguistic norms, orthographic and orthographic norms and linguistic culture from the website of the Ľudovít Štúr Institute of Linguistics (mainly from the archive of the journal Kultúra slova, by using the online version of the currently valid codification manuals and by using the dictionary portal) and to implement them in educational and proofreading activities. The course will lead the student to the effective use of cross-cutting and specialized knowledge, consolidate and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using the appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action.

Recommended literature:

Compulsory readings:

KAČALA, J. 2021. Súčasný spisovný jazyk. 1. vyd. Martin: Vydavateľstvo Matice slovenskej. 142 s. ISBN 978-80-8115-310-5.

Kultúra slova. Red. S. Mislovičová. Bratislava: JÚĽŠ v Bratislave.

Recommended readings:

KAČALA, J. 2014. State o slovenskej kvantite a rytmickom zákone. Bratislava: Univerzita Komenského v Bratislave. 140 s. ISBN 978-80-223-3833-2. (selected chapters)

DOLNÍK, J. 2010. Teória spisovného jazyka. 1. vyd. Bratislava: VEDA. 301 s. ISBN 978-80-224-1119-6. (selected chapters)

ŽEŇUCH, P. 2020. Zvuková rovina cirkevnej slovančiny u Slovákov. Bratislava: Ústav filologických štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave, Katedra slovenského jazyka a literatúry. Elektronická publikácia vyšla vlastným nákladom autora na študijné účely. 57 s. ISBN 978-80-570-2716-4. Internetový odkaz: – https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Zvukova_rovina_cirkevnej_slovanciny_u_Slovakov__1_.pdf (selected parts)

Pravidlá slovenského pravopisu. Red. M. Považaj. Bratislava: 2013. 592 s. ISBN 978-80-224-1331-2.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 267

A	ABS	B	C	D	E	FX
67,79	0,0	20,22	8,99	1,5	1,5	0,0

Lecturers:

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde006/22	Basics of language culture

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week: seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours; 27 hours of preparation for the midterm test, 14 hours of preparation for the paper, 27 hours of preparation for the language proofreading
Total 90 hours of student work.
Teaching methods: explanation, discussion of the topic, solving problems and assignments, practical problem solving, work with text, small group work, e-learning

Number of credits: 3

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester by:
• a midterm test after the 4th topic (40 points),
• a paper (20 points),
• proofreading of the text after the 10th topic (40 points).
The course is completed with a grade resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (mid-term test: less than 24 points; paper: less than 12 points; proofreading of the text: less than 24 points).
A (100 - 93 %, excellent - outstanding results): excellent performance: The student has an excellent knowledge of contemporary linguistic culture theory to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing manner, and is able to apply and adapt it creatively at an excellent level, innovate and propose working procedures in the field of language standards and language practice in school practice, has the ability to creatively independently and imaginatively solve individual

tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of contemporary linguistic culture theory to the required extent, logically arranges the facts presented with only minor errors, takes a partially critical attitude to the acquired knowledge and is able to apply, adapt and innovate working practices in the field of language standards and language practice in school practice very well, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the current theory of language culture to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the acquired knowledge and existing working practices in the field of language standards and language practice in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the contemporary theory of language culture to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working practices in the field of language standard and language practice in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of contemporary linguistic culture theory to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices in the field of language standard and language practice in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the current theory of language culture to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to work in the field of language standard and language practice in school practice, cannot solve individual tasks and assignments, cannot self-study further.

Learning outcomes:
The student knows the theoretical background in the field of linguistic culture. The student understands the concepts and terms contemporary written language and contemporary written Slovak language with a focus on the periodisation of the history of written language and written Slovak language. He is familiar with the codification manuals that stood at the beginning of the stage of contemporary written Slovak, as well as with the currently valid codification manuals in book and electronic form available on the website of the Ľudovít Štúr Institute of Linguistics. The student has knowledge of the systemolinguistic and sociolinguistic approach to language culture, to the norm, to language practice, to codification or to the user of the written language and can critically evaluate the use of these approaches in teaching and proofreading practice. They have acquired the approach of an active and creative language user and can correctly evaluate the use of linguistic resources in relation to the communicative environment and the mode of communication, with a focus on school-age children. The student possesses knowledge concerning current problematic phenomena in the field of linguistic norms within individual subsystems of language and is able to apply them creatively in the school environment in the position of a teacher of lower and upper secondary education. The student is able to see individual phenomena in a broader linguistic, cultural and social context. Through problem solving, the student has acquired the skills to actively gather information

and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skills to communicate facts, concepts and opinions and to formulate and defend arguments.
They have also acquired a number of transferable skills, in particular analytical thinking, creativity and the ability to think abstractly. It is able to use its ability to critically assess the suitability and appropriateness of the information it receives to develop its own linguistic expression and to improve the communicative competence of pupils in lower and upper secondary education. He is able to communicate the acquired information to professionals and lay people. The student has acquired the competence to expand his/her knowledge independently and the ability to identify and evaluate the broader context of professional issues.

Class syllabus:

1. Contemporary written language and contemporary written Slovak. Stability and dynamism of the written language.
2. National language and its stratification. Standard, codification, linguistic anxiety, orthography anxiety, valid codification manuals of contemporary written Slovak.
3. Users of written Slovak, language patterns, language personalities. Language education in and out of school.
4. Contemporary written Slovak. Language culture and criteria of orthography.
5. Problematic phenomena of the sound subsystem. Selected orthoepic phenomena.
6. Rhythmic law from the perspective of codification.
7. Problematic phenomena of the morphological and syntactic subsystem.
8. Problematic phenomena of the lexical subsystem. Spoken and unspoken lexis.
9. The question of the protection of the Slovak language. Non-linguistic influences. Adoption of expressions. Englishisms and Bohemianisms.
10. Selected orthographic phenomena.
11. Linguistic proofreading of the text.

The student will be able to define a linguistic norm and its relationship to linguistic practice. The student will be able to interpret the theoretical basis of the conditions for the definition of the concept and term user of written Slovak. The student will acquire knowledge of the basic factors that influence language culture and language learning. The student will be able to explain the ways of acquiring and using the national or written language with a focus on school and out-of-school language education. As a linguistic role model, he/she will be able to naturally activate and develop a positive attitude of the pupil towards the language and in particular towards written Slovak. He/she will learn to compare and critically evaluate the systemolinguistic and sociolinguistic approach to the language user and his/her linguistic expressions. In the context of problematic phenomena of the sound subsystem, the student will consolidate and practise knowledge focused on the pronunciation of soft and hard consonants, on the syllabic changes within and at the end of a word. The student will learn the essence of the rhythmic law and its reflection in older and newer codification and non-codification manuals, and will be able to apply it correctly in the production of his/her own speeches. The student will master the practical use of selected orthographic and orthographic rules and learn how to implement them in educational activities in school settings. The student will be able to identify and correct the most frequent lexical, morphological and syntactic linguistic errors. On the basis of vocabulary differentiation, the student will be aware of the different use of written and unwritten lexical resources in formal and informal speech and language and will be able to use them appropriately in specific speech and language expressions. The student will become familiar with the issue of the protection of the written language contained in the Act on the State Language and the concept of the care of the state language in the application subsystem, with a focus on education and training. The student will be familiar with and be able to critically evaluate the purist and functionalist approach to the protection of the written language and the related foreign language

influences. The student will become familiar with the most frequent and established bohemianisms in the Slovak language and will be able to critically assess their occurrence in linguistic and speech manifestations from the perspective of systemic linguistics and sociolinguistics. He/she will learn how to actively acquire information related to linguistic norms, orthographic and orthographic norms and linguistic culture from the website of the Ľudovít Štúr Institute of Linguistics (mainly from the archive of the journal Kultúra slova, by using the online version of the currently valid codification manuals and by using the dictionary portal) and to implement them in educational and proofreading activities. The course will lead the student to the effective use of cross-cutting and specialized knowledge, consolidate and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using the appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate his/her sense of socially responsible action.

Recommended literature:

Compulsory readings:

KAČALA, J. 2021. Súčasný spisovný jazyk. 1. vyd. Martin: Vydavateľstvo Matice slovenskej. 142 s. ISBN 978-80-8115-310-5.

Kultúra slova. Red. S. Mislovičová. Bratislava: JÚĽŠ v Bratislave.

Recommended readings:

KAČALA, J. 2014. State o slovenskej kvantite a rytmickom zákone. Bratislava: Univerzita Komenského v Bratislave. 140 s. ISBN 978-80-223-3833-2. (selected chapters)

DOLNÍK, J. 2010. Teória spisovného jazyka. 1. vyd. Bratislava: VEDA. 301 s. ISBN 978-80-224-1119-6. (selected chapters)

ŽEŇUCH, P. 2020. Zvuková rovina cirkevnej slovančiny u Slovákov. Bratislava: Ústav filologických štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave, Katedra slovenského jazyka a literatúry. Elektronická publikácia vyšla vlastným nákladom autora na študijné účely. 57 s. ISBN 978-80-570-2716-4. Internetový odkaz: – https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Zvukova_rovina_cirkevnej_slovanciny_u_Slovakov__1_.pdf (selected parts)

Pravidlá slovenského pravopisu. Red. M. Považaj. Bratislava: 2013. 592 s. ISBN 978-80-224-1331-2.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 267

A	ABS	B	C	D	E	FX
67,79	0,0	20,22	8,99	1,5	1,5	0,0

Lecturers: Mgr. Monika Turočeková, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde028/24	COMENIUS Choir I.

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	0,0	4,76

Lecturers: doc. Monika Bažíková, ArtD.

Last change:

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde028/24	COMENIUS Choir I.

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
95,24	0,0	0,0	0,0	0,0	0,0	4,76

Lecturers: doc. Monika Bažíková, ArtD.

Last change:

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde029/24	COMENIUS Choir II.

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. Monika Bažíková, ArtD.

Last change:

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde029/24	COMENIUS Choir II.

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

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. Monika Bažíková, ArtD.

Last change:

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde025/22	**Course title:** Class management
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment Assessment: consists of an interim and a final assessment (20+30, 50 points in total). Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points. The final assessment consists of: the semester project and its oral presentation. The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching. Prerequisites: The rating shall be awarded on a scale of A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - extra work required). For successful completion of the course it is necessary to obtain at least 60% of the points. A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average	

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.
A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:

Learning objectives and outcomes:
By completing the Classroom Management course, the student should:
- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

Class syllabus:

Brief outline of the course:
The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.
Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

classroom, activities to maintain discipline in the classroom, activities to prevent problematic behaviour, classroom rules. Classroom management and the class teacher in the context of legislation - qualifications for classroom management, rights and responsibilities of the class teacher. Roles and activities of the class teacher. Competencies and skills of the class teacher. Personality requirements of a class teacher. Pedagogical documentation of the classroom. Plan, organization and management of classroom lessons and classroom activities. Problem behaviours and baseline documents. The class teacher and educational measures. Communication and cooperation of class teachers with school management, teaching staff, professional staff, with legal representatives of pupils/students, and with representatives of various institutions and organizations. Evaluation of classroom activities.

Recommended literature:

Compulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdfCompulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf.
DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.
EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf
KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html
SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..
VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.
Ďalší študijný text bude študentom dostupný a v pravidelných intervaloch sprístupňovaný v elektronickej podobe prostredníctvom univerzitného LMS Moodle – kurz s názvom Triedny manažment.
Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.
Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.
Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).
vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.
Legislation related to the performance of the work of a class teacher:

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.
Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.
Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.
Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.
Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.
Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
89,13	0,0	0,0	10,87	0,0	0,0	0,0

Lecturers: Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde025/22	Class management

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of the continuous assessment, the course is completed with an assessment
Assessment: consists of an interim and a final assessment (20+30, 50 points in total).
Intermediate assessment: consists of a critical analysis of domestic and foreign sources - 10 points and the formulation of partial components of the semester project - 10 points.
The final assessment consists of: the semester project and its oral presentation.
The semester project consists of: the complete creation of a project according to the set structure for 30b. It includes idea/problem creation, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students (creators of the semester project) in the 11th week of continuous teaching.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 46 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 41 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average

orientation to the subject matter, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 37 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to prepare intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the teacher, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the teacher.
A minimum of 33 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A minimum of 30 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to prepare continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation in the subject matter, basic communication skills, completion of the assigned tasks.

Learning outcomes:

Learning objectives and outcomes:
By completing the Classroom Management course, the student should:
- Know the basic principles of successful classroom management aimed at conducting a meaningful learning process with minimal disruptive behaviour,
- to acquire knowledge of classroom and classroom management from the position of a classroom teacher in cooperation with other teaching and non-teaching staff,
- to acquire skills in the administration of pedagogical documentation of the class teacher,
- know the competences and job description of the class teacher,
- can analyse the different forms of family-school cooperation and assess their suitability in relation to parents and pupils,
- be able to apply the acquired knowledge and knowledge from other scientific disciplines in the development of a semester project,
- be able to creatively use the acquired knowledge and competences in the study of other pedagogical disciplines and in their future school practice.
Transferable competences: the student strengthens soft skills such as communication skills, organizational skills, interpersonal skills within a group - group activation, taking initiative and responsibility, creativity and imagination, critical thinking, analytical skills, problem-solving skills, and others through the creation of a semester project in the course.

Class syllabus:

Brief outline of the course:
The content focus of the course is divided into two main areas: classroom management from the position of a teacher of any subject and communication with the classroom team from the position of a classroom teacher at the lower and upper secondary level. Classroom management leading to a successfully implemented teaching process and pupils' cooperative action in it with minimization of pupils' disruptive behaviour, thus making it possible to move towards meaningful learning for pupils.
Methodology for managing and coordinating the teaching process - the basic pillars of successful classroom management - planning, creating a productive classroom climate and promoting teamwork in the classroom, arranging the conditions of the learning space, guiding the learning activities of pupils/students, guiding the tasks of pupils/students related to the running of the

classroom, activities to maintain discipline in the classroom, activities to prevent problematic behaviour, classroom rules. Classroom management and the class teacher in the context of legislation - qualifications for classroom management, rights and responsibilities of the class teacher. Roles and activities of the class teacher. Competencies and skills of the class teacher. Personality requirements of a class teacher. Pedagogical documentation of the classroom. Plan, organization and management of classroom lessons and classroom activities. Problem behaviours and baseline documents. The class teacher and educational measures. Communication and cooperation of class teachers with school management, teaching staff, professional staff, with legal representatives of pupils/students, and with representatives of various institutions and organizations. Evaluation of classroom activities.

Recommended literature:

Compulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdfCompulsory reading:
DUBEC, M. (2007). Třídnické hodiny. Praha: Projekt Odyssea, s. 4–5. [online] [cit. 2. 6. 2020] Dostupné z: http://www.odyssea.cz/localImages/tridnicke_hodiny.pdf.
DUTKOVÁ, K., MEDLENOVÁ, J. (2007). Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 1800 s. ISBN 80-89182-03-0-8.
EICHHORN, E. – GEBAUER, K. (2014). Manažment triedy, Bratislava: Dr. Josef Raabe. 194 s. ISBN 978-80-8140-096-4. http://is.komposyt.com/pre-odbornikov/ziak-so-svvp/preview-file/1-manazment-tr-982.pdf
KOREŇOVÁ, S. (2020). Príklady dobrej praxe - Aktivity na triednických hodinách. Online časopis Didaktika 6/2020. https://www.direktor.sk/sk/casopis/didaktika/priklady-dobrej-praxe-aktivity-na-triednickych-hodinach.m-1013.html
SITKOVÁ, D. (2014). Skúsenosti s intervenciou žiakov s problémovým správaním na primárnom stupni vzdelávania. Banská Bystrica: Metodicko-pedagogické centrum, 35 s..
VIŠŇOVSKÝ, Ľ. – BABICOVÁ, Z. (2012). Triedny Učiteľ a spolupráca školy s rodinou. 1. vyd. Banská Bystrica: Univerzita Mateja Bela, 153 s.. ISBN 9788055705071.
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Particularly for beginning classroom teachers, it is essential to become familiar with the legislation that directly affects the status of the classroom teacher:
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov
Zákon č. 553/2003 Z. z. Zákon o odmeňovaní niektorých zamestnancov pri výkone práce vo verejnom záujme a o zmene a doplnení niektorých zákonov.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov.
Vyhláška MŠVVaŠ SR č. 361/2019 Z. z. o vzdelávaní v profesijnom rozvoji.
Nariadenie vlády SR č. 201/2019 Z. z. o priamej výchovno-vzdelávacej činnosti (namiesto Vyhláška MŠVVaŠ SR č. 445/2009 Z. z. o rozsahu vyučovacej a výchovnej činnosti pedagogických zamestnancov).
vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 437/2020 Z. z., ktorou sa mení a dopĺňa vyhláška Ministerstva školstva Slovenskej republiky č. 320/2008 Z. z. o základnej škole v znení neskorších predpisov.
Legislation related to the performance of the work of a class teacher:

Zákon č. 357/2009 Z. z. o štátnom jazyku Slovenskej republiky 357/2009.
Zákon č. 63/1993 Z. z. o štátnych symboloch SR a ich používaní v znení neskorších predpisov.
Zákon č. 395/2002 Z. z. o archívoch a registratúrach a o doplnení niektorých zákonov.
Vyhláška č. 326/2008 Z. z. o druhoch a náležitostiach vysvedčení a ostatných školských tlačív vrátane spôsobov ich evidencie a uloženia.
Vyhláška č. 231/2009 Z. z. o podrobnostiach o organizácii školského roka na základných školách, na stredných školách, na základných umeleckých školách, na praktických školách, na odborných učilištiach a na jazykových školách.
Vyhláška č. 307/2008 Z. z. o výchove a vzdelávaní žiakov s intelektovým nadaním.

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 46

A	ABS	B	C	D	E	FX
89,13	0,0	0,0	10,87	0,0	0,0	0,0

Lecturers: Mgr. Adriana Poliaková, PhD., Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde016/22	**Course title:** Classroom management and class teacher in praxis
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed with an assessment, the ratio of interim to final assessment is 100/0.

As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total) or critically analyse domestic and international study resources - 25 points and formulate partial components of a semester project - 25 points and develop (30 points) and defend in a colloquial discussion (20 points) a semester project. The semester project consists of: the complete development of the project according to the set structure. It includes idea/ problem development, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by the students (semester project creators).

The aim of the assignments is a coherent pedagogical and didactic (self)reflection of the student, a critique, identification of critical moments of teaching and education (with emphasis on classroom management) from the perspective of the students of teacher education and a coherent conceptual design of the semester project - planning, creation, implementation, evaluation and (self)reflection of the students.

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.

The rating is awarded on a scale:

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

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

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

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

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

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

A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it

(critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyze and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

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

Class syllabus:
Brief outline of the course: the content of the course is divided into two basic areas:
1. General and specific principles of classroom management from the position of a teacher of any subject and communication with the class collective, i.e. classroom management leading to the optimal implementation of the educational process and the cooperative action of teachers, pupils/ students in it.
2.General and specific professional characteristics of the class teacher, i.e. e.g. tasks of the class teacher, activities of the class teacher, requirements for the activities of the class teacher, requirements for the personality of the class teacher, competences of the class teacher, administrative activities - pedagogical documentation of the class, planning of the class work, evaluation of the class work, etc.

Objectives:
Upon successful completion of the course, students will know and be able to conceptually apply the basic principles of optimal classroom management - a meaningful educational process. Students will be able to develop and apply knowledge of the general and specific areas of the classroom teacher's work.

Recommended literature:

Reference sources:
Required reading:
GERŠICOVÁ, Z., a kol. 2018. Školská pedagogika. Vysoká škola DTI. 2018. Dostupné na: http://www.dti.sk/data/files/file-1591599161-5edde039a38d9.pdf (VYBRANÉ KAPITOLY).
Recommended reading:
BOĎO, M. 2011. Triedny učiteľ v súčasnej škole. Univerzita Palackého, Filozofická fakulta, Olomouc, 2011 Dostupné na: https://theses.cz/id/1luwsr/1102250
BOBEROVÁ, Z. 2017. Začínajúci učiteľ a školská legislatíva 1. Učiteľ a výchovno-vzdelávací proces z pohľadu školskej legislatívy. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 2017. ISBN 978-80-8152-490-5
ČAVAJDOVÁ, B. 2006. Výchovná práca triedneho učiteľa. In: Mládež aspoločnosť. ISSN 1335-1109, roč. 12, č. 3, s. 54-58.
DUTKOVÁ, K., MEDLENOVÁ, J. 2007. Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 2007. 1800 s. ISBN 80-89182-03-0-8.
HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika).PLAVČAN, P., OSTRADICKÝ, P., 2020. The social status of a teacher in selected school policy programme documents in the Slovak Republic. In Forum of foreign languages, politology and international relations. - Roč. 12, č. 2 (2020), s. 42-47
PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica: UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.
WIEGEROVÁ, A., VÁVROVÁ, S. 2011. Učiteľovo myslenie a uvažovanie. In Zborník príspevkov medzinárodného konferenčného cyklu. Cesty demokracie vo výchove a vzdelávaní XIII 2011(203).UK: Veľké Bílovce, 2011. ISBN 978-80-89443-10-9.ZÁKON č. 138/2019 Z.z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

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

Notes:

Past grade distribution
Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
64,29	0,0	28,57	0,0	0,0	0,0	7,14

Lecturers: Ing. Eva Tóblová, PhD., Mgr. Adriana Poliaková, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde016/22	**Course title:** Classroom management and class teacher in praxis
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed with an assessment, the ratio of interim to final assessment is 100/0.

As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-didactic situational (self)reflection (50 points in total) or critically analyse domestic and international study resources - 25 points and formulate partial components of a semester project - 25 points and develop (30 points) and defend in a colloquial discussion (20 points) a semester project. The semester project consists of: the complete development of the project according to the set structure. It includes idea/ problem development, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by the students (semester project creators).

The aim of the assignments is a coherent pedagogical and didactic (self)reflection of the student, a critique, identification of critical moments of teaching and education (with emphasis on classroom management) from the perspective of the students of teacher education and a coherent conceptual design of the semester project - planning, creation, implementation, evaluation and (self)reflection of the students.

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.

The rating is awarded on a scale:

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

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

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

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

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

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

A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it

(critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical theories and can also critically analyze and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in the current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

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

Class syllabus:
Brief outline of the course: the content of the course is divided into two basic areas:
1. General and specific principles of classroom management from the position of a teacher of any subject and communication with the class collective, i.e. classroom management leading to the optimal implementation of the educational process and the cooperative action of teachers, pupils/ students in it.
2.General and specific professional characteristics of the class teacher, i.e. e.g. tasks of the class teacher, activities of the class teacher, requirements for the activities of the class teacher, requirements for the personality of the class teacher, competences of the class teacher, administrative activities - pedagogical documentation of the class, planning of the class work, evaluation of the class work, etc.

Objectives:
Upon successful completion of the course, students will know and be able to conceptually apply the basic principles of optimal classroom management - a meaningful educational process. Students will be able to develop and apply knowledge of the general and specific areas of the classroom teacher's work.

Recommended literature:

Reference sources:
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Recommended reading:
BOĎO, M. 2011. Triedny učiteľ v súčasnej škole. Univerzita Palackého, Filozofická fakulta, Olomouc, 2011 Dostupné na: https://theses.cz/id/1luwsr/1102250
BOBEROVÁ, Z. 2017. Začínajúci učiteľ a školská legislatíva 1. Učiteľ a výchovno-vzdelávací proces z pohľadu školskej legislatívy. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach, 2017. ISBN 978-80-8152-490-5
ČAVAJDOVÁ, B. 2006. Výchovná práca triedneho učiteľa. In: Mládež aspoločnosť. ISSN 1335-1109, roč. 12, č. 3, s. 54-58.
DUTKOVÁ, K., MEDLENOVÁ, J. 2007. Sprievodca triedneho učiteľa. 1. vyd. Bratislava: Raabe, 2007. 1800 s. ISBN 80-89182-03-0-8.
HLÁSNA, S. – HORVÁTHOVÁ, K. – MUCHA, M. – TÓTHOVÁ, R., 2006. Úvod do pedagogiky. Nitra : ENIGMA. ISBN: 80-89132-29-4 (3.kap.: Všeobecná didaktika).PLAVČAN, P., OSTRADICKÝ, P., 2020. The social status of a teacher in selected school policy programme documents in the Slovak Republic. In Forum of foreign languages, politology and international relations. - Roč. 12, č. 2 (2020), s. 42-47
PORUBSKÝ, Š. 2007. Učiteľ-diskurz-žiak. Osobnostno-sociálny model primárnej edukácie. Banská Bystrica: UMB v Banskej Bystrici, 2007. ISBN 978-80-8083-392-3.
WIEGEROVÁ, A., VÁVROVÁ, S. 2011. Učiteľovo myslenie a uvažovanie. In Zborník príspevkov medzinárodného konferenčného cyklu. Cesty demokracie vo výchove a vzdelávaní XIII 2011(203).UK: Veľké Bílovce, 2011. ISBN 978-80-89443-10-9.ZÁKON č. 138/2019 Z.z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

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

Notes:

Past grade distribution
Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
64,29	0,0	28,57	0,0	0,0	0,0	7,14

Lecturers: Ing. Eva Tóblová, PhD., Mgr. Adriana Poliaková, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde022/22	Cognitive psychology and neurodidactics

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 20

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

Lecturers: doc. Mgr. Zlatica Zacharová, PhD., PaedDr. Anežka Hamranová, PhD.

Last change:

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde022/22	Cognitive psychology and neurodidactics

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 20

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

Lecturers:

Last change:

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde026/22	Communication and presentation competences of teachers

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim Assessment 1: Students will solve sub-problem problems in class during the semester, which they will later use in the final assessment - in a speech and argumentation. These assignments will consist of: the development of correct relevant arguments on selected topics in schooling, education and training based on appropriate sources of information (for 20 points) and a second sub-assignment consisting of an analysis of educational situations in school and the training of appropriate non-manipulative, non-directive communication (for 20 points).
Intermediate assessment 2: consists of the production of a speech and its presentation in class based on substantive arguments (micro performance for approx. 20 minutes / 10 min. presentation and 10 min. discussion) for 60 points.
Assignment: based on the template, the student will create a speech along with a presentation, i.e. a line of argument, where:
A. formulates a problem or thesis in education, upbringing and education,
B. create 3 complete arguments based on the 5-step structure (K. Popper's debate),
C. cite the relevant source for each of the arguments,
D. Other students in the class will counter-argue, thus creating a substantive discussion on the topic.
As part of the deliverable, the student will be required to respond to and answer these questions.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing interim assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the Pedagogical Communication course, the student should:
- be able to create and present a speech,
- be able to develop a substantive line of argument,
- be able to argue in a one-on-one discussion,
- be able to deal with educational situations in the school environment,
- be able to evaluate the relevance of information and information sources,
- know how to work in a group.

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

Class syllabus:
Brief outline of the course:
The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, communication and rhetorical skills, collaboration, creativity, self-assessment, feedback, selection and evaluation of information, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will develop intra and interpersonal aspects of personality. It is necessary for the student to be able to cope with stressful situations in the daily

work of the teacher, and also to be able to identify and evaluate his/her own strengths and, on the contrary, weaknesses in this area through practicing practical activities and outcomes.
Topics:
Working with information, which information is trustworthy? What is discussion, what are its parameters, how do we divide discussion methods? Discussion - where is HE education going, what are degrees for? Critical appraisal of the video. What is plagiarism? How does society feel about cheating? Panel discussion - simulation on a selected topic in education. Making arguments, how to debate effectively? Why do we need to have a dialogue? Relevant sources and selection of information - navigating the world of media and internet: conspiracy theories, trolling, misinformation and hoaxes. Fallacies in argumentation, what is critical thinking and how to develop it? How do we divide activating methods? How do we create a lesson plan? What should a didactic activity/task contain? Preparing innovative teaching. Choosing topics for analysis - group discussion, developing critical thinking. Tasks and didactic methods - interactive activities, practicing interactive teaching with practical examples. Non-directive and pupil-centred teaching. Assertiveness and assertive techniques. Manipulation and manipulative techniques.

Recommended literature:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. Bratislava: Wolters Kluwer, 2019. 236s. ISBN 978-80-571-0049-2
Recommended reading:
ALLHOFF, D. W. (2008). Rétorika a komunikace. Praha: Grada publishing. 200s. ISBN 978-80-247-2283-2
ČULENOVÁ, E. (2019). Verbálna manipulácia. Banská Bystrica: Signis, 2019. 233s. ISBN 978-80-999-3602-8
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6
KOTRBA, T. A LACINA, L. (2010). Praktické využití aktivizačních metod ve výuce. Brno: Barrister&Principal, 2010. 188s. ISBN 978-80-87029-12-1
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:
slovak and czech

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

Past grade distribution
Total number of evaluated students: 58

A	ABS	B	C	D	E	FX
46,55	0,0	18,97	25,86	0,0	5,17	3,45

Lecturers: Mgr. Barbora Jaslovská, PhD., PaedDr. Lujza Koldeová, PhD.

Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde026/22	Communication and presentation competences of teachers

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% pass mark.
Assessment: consists of 2 intermediate assessments (40+60, total 100 points).
Interim Assessment 1: Students will solve sub-problem problems in class during the semester, which they will later use in the final assessment - in a speech and argumentation. These assignments will consist of: the development of correct relevant arguments on selected topics in schooling, education and training based on appropriate sources of information (for 20 points) and a second sub-assignment consisting of an analysis of educational situations in school and the training of appropriate non-manipulative, non-directive communication (for 20 points).
Intermediate assessment 2: consists of the production of a speech and its presentation in class based on substantive arguments (micro performance for approx. 20 minutes / 10 min. presentation and 10 min. discussion) for 60 points.
Assignment: based on the template, the student will create a speech along with a presentation, i.e. a line of argument, where:
A. formulates a problem or thesis in education, upbringing and education,
B. create 3 complete arguments based on the 5-step structure (K. Popper's debate),
C. cite the relevant source for each of the arguments,
D. Other students in the class will counter-argue, thus creating a substantive discussion on the topic.
As part of the deliverable, the student will be required to respond to and answer these questions.
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.

A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A minimum of 81 points is required to obtain a B grade. For this grade, the student should demonstrate: a creative approach in developing interim assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
For a grade of C at least 73 points. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
At least 66 points for a grade D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using the assigned template and with the assistance of the instructor, average proficiency and application of knowledge in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in class during the semester in collaboration with the instructor or other students.
At least 60 points for an E grade. For this assessment, the student should demonstrate: the ability to develop ongoing assignments and with the assistance of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes:
By completing the Pedagogical Communication course, the student should:
- be able to create and present a speech,
- be able to develop a substantive line of argument,
- be able to argue in a one-on-one discussion,
- be able to deal with educational situations in the school environment,
- be able to evaluate the relevance of information and information sources,
- know how to work in a group.

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

Class syllabus:
Brief outline of the course:
The aim of the course is to prepare students for the future teaching profession in the areas of critical and independent thinking, communication and rhetorical skills, collaboration, creativity, self-assessment, feedback, selection and evaluation of information, etc. Using various activating methods and problem-based tasks, students will actively participate in the teaching and create the content of the course themselves, in which they will develop intra and interpersonal aspects of personality. It is necessary for the student to be able to cope with stressful situations in the daily

work of the teacher, and also to be able to identify and evaluate his/her own strengths and, on the contrary, weaknesses in this area through practicing practical activities and outcomes.
Topics:
Working with information, which information is trustworthy? What is discussion, what are its parameters, how do we divide discussion methods? Discussion - where is HE education going, what are degrees for? Critical appraisal of the video. What is plagiarism? How does society feel about cheating? Panel discussion - simulation on a selected topic in education. Making arguments, how to debate effectively? Why do we need to have a dialogue? Relevant sources and selection of information - navigating the world of media and internet: conspiracy theories, trolling, misinformation and hoaxes. Fallacies in argumentation, what is critical thinking and how to develop it? How do we divide activating methods? How do we create a lesson plan? What should a didactic activity/task contain? Preparing innovative teaching. Choosing topics for analysis - group discussion, developing critical thinking. Tasks and didactic methods - interactive activities, practicing interactive teaching with practical examples. Non-directive and pupil-centred teaching. Assertiveness and assertive techniques. Manipulation and manipulative techniques.

Recommended literature:

KOSTURKOVÁ, M., FERENCOVÁ, J. (2019). Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. Bratislava: Wolters Kluwer, 2019. 236s. ISBN 978-80-571-0049-2
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ČULENOVÁ, E. (2019). Verbálna manipulácia. Banská Bystrica: Signis, 2019. 233s. ISBN 978-80-999-3602-8
JASLOVSKÁ B., PISOŇOVÁ, M. (2019). Humanisticky orientovaná komunikácia a jej vplyv na produktivitu žiakov v edukačnom procese. Hradec Králové: Magnanimitas akademické sdružení. 45-56s. ISBN 978-80-87952-29-0
JASLOVSKÁ, B. (2019). Nástroj na sebahodnotenie žiakov v rámci Encounterovej skupiny a učiteľ ako facilitátor procesu hodnotenia. Bratislava: Univerzita Komenského v Bratislave. 37-45s. ISBN 978-80-223-4847-8
KLAPETEK, M. (2008). Komunikace, argumentace, rétorika. Praha: Grada publishing. 256s. ISBN 978-80247-2652-6
KOTRBA, T. A LACINA, L. (2010). Praktické využití aktivizačních metod ve výuce. Brno: Barrister&Principal, 2010. 188s. ISBN 978-80-87029-12-1
ŠUŤÁKOVÁ, V., FERENCOVÁ, J., ZAHATŇANSKÁ, M. (2017). Sociálna a didaktická komunikácia. Prešov: Wolters Kluwer. 208s. ISBN 978-80-81685-48-4

Languages necessary to complete the course:
slovak and czech

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

Past grade distribution
Total number of evaluated students: 58

A	ABS	B	C	D	E	FX
46,55	0,0	18,97	25,86	0,0	5,17	3,45

Lecturers: PaedDr. Eva Labudová, PhD.

Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde030/22	Competences of a Slovak language and literature teacher in practice

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 38 hours of continuous preparation for individual seminars, including the analysis of professional sources and the preparation of continuously assigned partial tasks. Total 60 hours of student work.
Teaching methods: explanation, demonstration of concrete examples, analysis and evaluation of test tasks, competition assignments and speeches, problem solving, discussion, teaching of the subject by practitioners, guided self-study, e-learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Successful completion of continuously assigned partial assignments related to the individual topics in the seminars (100 points) is assumed for passing the course. The course is completed with an assessment resulting from the continuous monitoring of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points (less than 60 points) in the continuous assignments.
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, logically organizes the facts presented, can critically and independently evaluate the acquired knowledge convincingly, creatively and at an excellent level apply and adapt it in school practice, has the ability to independently solve individual tasks and assignments also in broader linguistic, literary

and didactic contexts, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, he/she organises the facts presented in a logical way, has a partially critical attitude to the acquired knowledge and can apply and adapt it very well in school practice, has the ability to independently solve individual tasks and assignments also in broader linguistic, literary and didactic contexts, the linguistic and stylistic level of his speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good knowledge of national measurements of pupils' knowledge and skills in Slovak language and literature, the Slovak Language and Literature Olympiad, the preparation of speakers and the production of the school magazine and the school radio broadcast to the required extent, he/she organises the facts presented appropriately, he/she can reliably apply and adapt the acquired knowledge in school practice, he/she solves individual tasks and assignments reliably, he/she has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and the school radio broadcast to the required extent, demonstrates some deficiencies in the arrangement of facts, is able to satisfactorily apply the acquired knowledge in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge about national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent and shortcomings in the organisation of facts, the acquired knowledge can be minimally applied in school practice, the student solves individual tasks and assignments at a sufficient level, he/she has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Slovak language and literature Olympiad, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school practice, cannot solve individual tasks and assignments, has insufficient skills to educate himself/herself.

Learning outcomes:

Students have acquired theoretical knowledge about national measurements of pupils' knowledge and skills in Slovak language and literature, about the Slovak language and literature Olympiad, about recitation competitions and about the creation of the school magazine and school radio broadcast. They are able to analyse and create test tasks and assignments, analyse and evaluate pupils' written and oral speeches on the basis of set assessment criteria, prepare reciters for artistic recitation and organise the work of the school magazine and radio programme. They are prepared not only to systematise and deepen pupils' knowledge and skills, but also to encourage and develop their talent and interest in the Slovak language and literature. As a result of the analysis and solution of practical problem-formulated tasks, the ability to perceive the broader context of professional issues in relation to school practice is developed, while the ability to think analytically and critically is deepened. The acquired theoretical knowledge and practical skills can be used and creatively

applied in the position of a teacher of lower and upper secondary education, not only during the teaching of Slovak language and literature, but also within the framework of pupils' leisure activities.

Class syllabus:

1. National measurements of pupils' knowledge and skills in Slovak language and literature. Testing 5 and Testing 9. Analysis of test tasks and test results.
2. Maturita examination in Slovak language and literature. Analysis of test tasks and results of the external part of the matriculation examination.
3. The written form of the internal part of the maturita examination in Slovak language and literature. Criteria for evaluation of essays, proofreading marks.
4. Analysis of the evaluation of specific essays. Self-assessment of the submitted essay work.
5. Developing pupils' interest and talents in the field of Slovak language and literature. Olympiad in Slovak language and literature. Analysis of competition assignments.
6. Evaluation of competition assignments in the Slovak Language and Literature Olympiad. Own creation of competition assignments.
7. Recitation competitions. Preparation of reciters for recitation.
8. Criteria for evaluation of recitation. Self-assessment of the pupil's recitation.
9. School magazine and radio. Organisation of work in the school magazine and radio.
10. Analysis of the concept and structure of the school magazine or school radio broadcast.
11. Final discussion and evaluation of the contribution of the course to teaching practice, summarising and reflecting on new knowledge and experience.

The course will enable the linking of theoretical and practical training of students of Slovak language and literature teaching with the current needs and requirements of school practice. Students will learn about the current methods of nationwide assessment of pupils' educational results in the subject of Slovak language and literature after their transition from primary to lower secondary education (Testing 5) and at their exit from lower secondary education (Testing 9) and upper secondary education (matriculation examination in Slovak language and literature), the specification of standardized tests in terms of their form and content, as well as the conclusions of analyses of pupils' achievements in national measurements in recent years. Through the identification and analysis of problematic types of test tasks, they will learn how the teaching of Slovak language and literature can be strengthened in those areas where pupils do not achieve the desired results in the tests. They will learn the criteria and correction marks used in correcting and evaluating essays in the written form of the internal part of the final school-leaving examination in Slovak language and literature, oral and written linguistic expressions of pupils in the Slovak Language and Literature Olympiad, as well as the criteria used in evaluating artistic performances in recitation competitions, and they will learn how to apply them in analysing and evaluating specific linguistic expressions. Students will be able to use and apply the acquired theoretical knowledge and practical experience in the teaching of Slovak language and literature in accordance with the current needs of school practice, in the creation of their own test tasks and competition assignments. The course will lead students to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop their skills to analyse and evaluate, formulate and defend arguments and solve professional problems and current problems of school practice. As future teachers of Slovak language and literature, students will also be prepared to work in the sphere of pupils' leisure activities aimed at developing their knowledge, skills and talents in the field of Slovak language and literature, in the field of artistic recitation and in the creation of a school magazine or school radio broadcast.

Recommended literature:

Compulsory readings:

HORVÁTHOVÁ, Ľ. 2022. Hodnotenie a rozvíjanie vedomostí, zručností a nadania žiakov v kontexte pregraduálnej prípravy učiteľov slovenského jazyka a literatúry. Národné merania, predmetová olympiáda, recitačné súťaže, školský časopis a rozhlas [elektronický zdroj]. Bratislava: Univerzita Komenského v Bratislave. 65 s. ISBN 978-80-223-5360-1.
Recommended readings:
ČAJKOVÁ, J. 2013. Ako formovať umelecký prednes. Bratislava: Metodicko-pedagogické centrum v Bratislave. 64 s. ISBN 978-80-8052-491-3. Available on: https://archiv.mpcedu.sk/sites/default/files/publikacie/j.cajkova_ako_formovat_umelecky_prednes.pdf
HINCOVÁ, K. – HÚSKOVÁ, A. 2012. Tvorba testov a možnosti ich využitia v predmete slovenský jazyk a literatúra. Bratislava: Metodicko-pedagogické centrum v Bratislave. 68 s. ISBN 978-80-8052-405-0. Available on: https://archiv.mpc-edu.sk/sites/default/files/publikacie/a_huskova_k_hincova_tvorba_testov_a_moznosti_ich_vyuzitia_v_predmete_sjl.pdf
HÚSKOVÁ, A. 2014. Kritériá hodnotenia slohových prác. Bratislava: Metodicko-pedagogické centrum. 54 s. 978-80-8052-760-0. Available on: https://archiv.mpc-edu.sk/sites/default/files/publikacie/ A_ Huskova_Kriteria_hodnotenia_slohovych_prac.pdf
ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského. 112 s. ISBN 978-80-223-4041-0. (selected sections)
TUŠER, A. a kol. 2015. Vydávame školský časopis. 2., rozšírené vyd. Zvolen: Vydavateľstvo Technickej univerzity vo Zvolene. 146 s. ISBN 80-85136-34-1. Available on: https://epale.ec.europa.eu/sites/default/files/vydavame_skolsky_casopis.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
83,78	0,0	10,81	0,0	5,41	0,0	0,0

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde030/22	Competences of a Slovak language and literature teacher in practice

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 38 hours of continuous preparation for individual seminars, including the analysis of professional sources and the preparation of continuously assigned partial tasks. Total 60 hours of student work.
Teaching methods: explanation, demonstration of concrete examples, analysis and evaluation of test tasks, competition assignments and speeches, problem solving, discussion, teaching of the subject by practitioners, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Successful completion of continuously assigned partial assignments related to the individual topics in the seminars (100 points) is assumed for passing the course. The course is completed with an assessment resulting from the continuous monitoring of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points (less than 60 points) in the continuous assignments.
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, logically organizes the facts presented, can critically and independently evaluate the acquired knowledge convincingly, creatively and at an excellent level apply and adapt it in school practice, has the ability to independently solve individual tasks and assignments also in broader linguistic, literary

and didactic contexts, the linguistic and stylistic level of his/her speech is excellent, he/she has excellently developed learning skills;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, he/she organises the facts presented in a logical way, has a partially critical attitude to the acquired knowledge and can apply and adapt it very well in school practice, has the ability to independently solve individual tasks and assignments also in broader linguistic, literary and didactic contexts, the linguistic and stylistic level of his speech is very good, has very well-developed learning skills;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good knowledge of national measurements of pupils' knowledge and skills in Slovak language and literature, the Slovak Language and Literature Olympiad, the preparation of speakers and the production of the school magazine and the school radio broadcast to the required extent, he/she organises the facts presented appropriately, he/she can reliably apply and adapt the acquired knowledge in school practice, he/she solves individual tasks and assignments reliably, he/she has well-developed learning skills;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and the school radio broadcast to the required extent, demonstrates some deficiencies in the arrangement of facts, is able to satisfactorily apply the acquired knowledge in school practice, satisfactorily solves individual tasks and assignments, has satisfactorily developed learning skills;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge about national measurements of pupils' knowledge and skills in Slovak language and literature, the Olympiad in Slovak language and literature, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent and shortcomings in the organisation of facts, the acquired knowledge can be minimally applied in school practice, the student solves individual tasks and assignments at a sufficient level, he/she has minimal learning skills;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the national measurements of pupils' knowledge and skills in Slovak language and literature, the Slovak language and literature Olympiad, the preparation of speakers and the production of the school magazine and school radio broadcast to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school practice, cannot solve individual tasks and assignments, has insufficient skills to educate himself/herself.

Learning outcomes:

Students have acquired theoretical knowledge about national measurements of pupils' knowledge and skills in Slovak language and literature, about the Slovak language and literature Olympiad, about recitation competitions and about the creation of the school magazine and school radio broadcast. They are able to analyse and create test tasks and assignments, analyse and evaluate pupils' written and oral speeches on the basis of set assessment criteria, prepare reciters for artistic recitation and organise the work of the school magazine and radio programme. They are prepared not only to systematise and deepen pupils' knowledge and skills, but also to encourage and develop their talent and interest in the Slovak language and literature. As a result of the analysis and solution of practical problem-formulated tasks, the ability to perceive the broader context of professional issues in relation to school practice is developed, while the ability to think analytically and critically is deepened. The acquired theoretical knowledge and practical skills can be used and creatively

applied in the position of a teacher of lower and upper secondary education, not only during the teaching of Slovak language and literature, but also within the framework of pupils' leisure activities.

Class syllabus:

1. National measurements of pupils' knowledge and skills in Slovak language and literature. Testing 5 and Testing 9. Analysis of test tasks and test results.
2. Maturita examination in Slovak language and literature. Analysis of test tasks and results of the external part of the matriculation examination.
3. The written form of the internal part of the maturita examination in Slovak language and literature. Criteria for evaluation of essays, proofreading marks.
4. Analysis of the evaluation of specific essays. Self-assessment of the submitted essay work.
5. Developing pupils' interest and talents in the field of Slovak language and literature. Olympiad in Slovak language and literature. Analysis of competition assignments.
6. Evaluation of competition assignments in the Slovak Language and Literature Olympiad. Own creation of competition assignments.
7. Recitation competitions. Preparation of reciters for recitation.
8. Criteria for evaluation of recitation. Self-assessment of the pupil's recitation.
9. School magazine and radio. Organisation of work in the school magazine and radio.
10. Analysis of the concept and structure of the school magazine or school radio broadcast.
11. Final discussion and evaluation of the contribution of the course to teaching practice, summarising and reflecting on new knowledge and experience.

The course will enable the linking of theoretical and practical training of students of Slovak language and literature teaching with the current needs and requirements of school practice. Students will learn about the current methods of nationwide assessment of pupils' educational results in the subject of Slovak language and literature after their transition from primary to lower secondary education (Testing 5) and at their exit from lower secondary education (Testing 9) and upper secondary education (matriculation examination in Slovak language and literature), the specification of standardized tests in terms of their form and content, as well as the conclusions of analyses of pupils' achievements in national measurements in recent years. Through the identification and analysis of problematic types of test tasks, they will learn how the teaching of Slovak language and literature can be strengthened in those areas where pupils do not achieve the desired results in the tests. They will learn the criteria and correction marks used in correcting and evaluating essays in the written form of the internal part of the final school-leaving examination in Slovak language and literature, oral and written linguistic expressions of pupils in the Slovak Language and Literature Olympiad, as well as the criteria used in evaluating artistic performances in recitation competitions, and they will learn how to apply them in analysing and evaluating specific linguistic expressions. Students will be able to use and apply the acquired theoretical knowledge and practical experience in the teaching of Slovak language and literature in accordance with the current needs of school practice, in the creation of their own test tasks and competition assignments. The course will lead students to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop their skills to analyse and evaluate, formulate and defend arguments and solve professional problems and current problems of school practice. As future teachers of Slovak language and literature, students will also be prepared to work in the sphere of pupils' leisure activities aimed at developing their knowledge, skills and talents in the field of Slovak language and literature, in the field of artistic recitation and in the creation of a school magazine or school radio broadcast.

Recommended literature:

Compulsory readings:

HORVÁTHOVÁ, Ľ. 2022. Hodnotenie a rozvíjanie vedomostí, zručností a nadania žiakov v kontexte pregraduálnej prípravy učiteľov slovenského jazyka a literatúry. Národné merania, predmetová olympiáda, recitačné súťaže, školský časopis a rozhlas [elektronický zdroj]. Bratislava: Univerzita Komenského v Bratislave. 65 s. ISBN 978-80-223-5360-1.
Recommended readings:
ČAJKOVÁ, J. 2013. Ako formovať umelecký prednes. Bratislava: Metodicko-pedagogické centrum v Bratislave. 64 s. ISBN 978-80-8052-491-3. Available on: https://archiv.mpcedu.sk/sites/default/files/publikacie/j.cajkova_ako_formovat_umelecky_prednes.pdf
HINCOVÁ, K. – HÚSKOVÁ, A. 2012. Tvorba testov a možnosti ich využitia v predmete slovenský jazyk a literatúra. Bratislava: Metodicko-pedagogické centrum v Bratislave. 68 s. ISBN 978-80-8052-405-0. Available on: https://archiv.mpc-edu.sk/sites/default/files/publikacie/a_huskova_k_hincova_tvorba_testov_a_moznosti_ich_vyuzitia_v_predmete_sjl.pdf
HÚSKOVÁ, A. 2014. Kritériá hodnotenia slohových prác. Bratislava: Metodicko-pedagogické centrum. 54 s. 978-80-8052-760-0. Available on: https://archiv.mpc-edu.sk/sites/default/files/publikacie/ A_ Huskova_Kriteria_hodnotenia_slohovych_prac.pdf
ŠRANK, J. 2015. Aktéri a tendencie literárnej kultúry na Slovensku po roku 1989. Bratislava: Univerzita Komenského. 112 s. ISBN 978-80-223-4041-0. (selected sections)
TUŠER, A. a kol. 2015. Vydávame školský časopis. 2., rozšírené vyd. Zvolen: Vydavateľstvo Technickej univerzity vo Zvolene. 146 s. ISBN 80-85136-34-1. Available on: https://epale.ec.europa.eu/sites/default/files/vydavame_skolsky_casopis.pdf

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 37

A	ABS	B	C	D	E	FX
83,78	0,0	10,81	0,0	5,41	0,0	0,0

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde016/22	**Course title:** Complex linguistic analysis

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of continuous preparation for individual seminars; 2 x 14 hours of continuous preparation for 2 practical linguistic analyses of the text = 28 hours. A total of 60 hours of student work.
Teaching methods: Explanation, demonstration of theoretical knowledge and concepts on practical examples, application of theoretical knowledge in practical complex linguistic analyses and in analyses of linguistic phenomena, analysis of problem tasks, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical linguistic analyses of the text after the 6th and 11th topics (2 x 50 points = 100 points), which will be focused on the application of the acquired knowledge and the identification of linguistic phenomena. The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of complex linguistic analysis in the required scope, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge convincingly, creatively and at an excellent level apply and adapt it in complex linguistic analysis of texts in school and language practice, has the ability to creatively and independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for further independent education;

B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of complex linguistic analysis to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and can apply and adapt it very well to complex linguistic analysis of texts in school and language practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of complex linguistic analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge acquired in complex linguistic analysis of texts in school and language practice, solves individual tasks and assignments reliably, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of complex linguistic analysis to the required extent, demonstrates some deficiencies in the organisation of facts, can apply the acquired knowledge satisfactorily in school and language practice, solves individual tasks and assignments satisfactorily, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of complex linguistic analysis to the required extent and deficiencies in the organisation of facts, can minimally apply the acquired knowledge in school and language practice, solves individual tasks and assignments at a sufficient level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of complex linguistic analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school and language practice, cannot solve individual tasks and assignments, cannot self-study further.

Learning outcomes:
The theoretical knowledge about the language system and its individual levels, as well as about the orthographic aspect of the language, which the student has acquired during his/her previous studies, and consequently the knowledge about complex linguistic analysis also in school practice, its theory, pages, concept and methodology can be applied by the student both in practical linguistic analyses of coherent texts of different functional styles of written Slovak, and in practical complex linguistic analyses as they are understood and used in school practice. As a result, they acquire important practical skills in assessing linguistic phenomena in terms of their sound, lexical-semantic, word-formation, morphematic, morphological, syntactic, stylistic and orthographic aspects, which they are able to use creatively and independently in complex linguistic analyses of texts, in solving problem tasks and in synthesising new solutions in the field, while they are able to actively acquire and communicate the necessary information and facts and to formulate and defend relevant professional arguments appropriately. He/she has developed his/her analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education when comprehensively assessing, analysing and evaluating linguistic analyses, as well as linguistic expressions of pupils and students and subsequent independent analysis of the problem in the given area at the level of the language, or also for the needs of the publishing environment when correcting linguistic expressions, because he/she is able to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey complex information about linguistic phenomena to the general public and to offer conclusions and linguistic justifications to lay audiences. As a result of this training, the students'

professional level as well as their linguistic culture is increased, which also appears to be very necessary in terms of the students' future practice.

Class syllabus:

1. Theory, aspects and concept of comprehensive language analysis also with regard to school practice.
2. Methodology of comprehensive language analysis.
3. Full (complete) and incomplete (selective/partial) comprehensive language analysis.
4. Phonological analysis. Word analysis into syllables and syllables. Orthoepic analysis. Pronunciation of vowels and vowel groups, bound pronunciation of words and other sound phenomena, suprasegmental phenomena.
5. Lexical-semantic analysis. Analysis of lexical meaning and paradigmatic relations of lexemes.
6. Word-formation analysis. Analysis of the ways of forming words, determination of base and derived words and the word-formation structure of derived words.
7. Morphematic analysis. Determination of individual types of morphemes within words.
8. Morphological analysis. Determination of word types and grammatical and lexico-grammatical categories.
9. Syntactic analysis. Analysis of simple sentences and clauses. Determination of sentence articles and individual types of constructions.
10. Stylistic analysis. Analysis of stylistic devices in the sentence and in the text with regard to the specific model structure of the text.
11. Orthographic analysis. Analysis and justification of individual orthographic phenomena.

On the basis of the use of the acquired theoretical knowledge about the language system, its individual levels, as well as about the orthographic aspect of the language, which on the one hand will build on the knowledge acquired in the given field during secondary school, but especially during bachelor studies, and on the other hand will further enable the deepening and systematic development of its knowledge into a complex form, the student will acquire practical skills that he will be able to apply in the assessment and complex analysis of linguistic phenomena. The student will acquire theoretical knowledge of complex linguistic analysis, its theory, aspects, concept and methodology. The student will become familiar with the essence of phonic, orthoepic, lexico-semantic, word-formation, morphematic, morphological, syntactic, stylistic and orthographic analyses. On the basis of the use of the given knowledge, as well as relevant theoretical knowledge about the language system, its individual levels and the orthographic aspect of the language, which the student has acquired during his/her studies, he/she will acquire practical skills applied in the assessment and analysis of linguistic phenomena, which will be reflected in the student's use of the acquired theoretical knowledge in practical complex linguistic analyses of texts, in the independent solving of problematic linguistic tasks and in the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field, use digital technologies and resources, effectively use the acquired knowledge, adequately formulate and defend arguments and, on their basis, solve professional problems in the field, using appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of linguistic analyses, as well as of pupils' and students' speeches, and subsequent independent analysis of a possible problem in a given area at the level of the language, in correcting linguistic speeches, because it will enable him to view linguistic phenomena in the broadest linguistic context. The emphasis on raising the

student's professional level and linguistic culture will be equally important in adequately conveying information about linguistic phenomena to the general public, as well as in offering relevant conclusions, linguistic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

BETÁKOVÁ, V. – RÝZKOVÁ, A. 1987. Všestranný jazykový rozbor. 3., prepracované vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 317 s.

DZIVIAKOVÁ, M. 2016. Slovenský jazyk, jeho systém a charakteristika. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 31 – 90. ISBN 978-80-89726-88-2.

Recommended readings:

ČECHOVÁ, M. et al. 1992. Komplexní jazykové rozbory. Praha: SPN, 1992. 325 s. ISBN 8004243053. (selected chapters)

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

MOŠKO, G. 2006. Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka. 222 s. ISBN 80-89038-39-5. (selected chapters)

OLOŠTIAK, M. – GIANITSOVÁ-OLOŠTIAKOVÁ, L. 2007. Slovenský jazyk. Bratislava: Vydavateľstvo Fragment, s. r. o. 192 s. ISBN 978-80-8089-066-7. (selected chapters)

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 55

A	ABS	B	C	D	E	FX
25,45	0,0	41,82	20,0	10,91	1,82	0,0

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde016/22	**Course title:** Complex linguistic analysis

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 10 hours of continuous preparation for individual seminars; 2 x 14 hours of continuous preparation for 2 practical linguistic analyses of the text = 28 hours. A total of 60 hours of student work.
Teaching methods: Explanation, demonstration of theoretical knowledge and concepts on practical examples, application of theoretical knowledge in practical complex linguistic analyses and in analyses of linguistic phenomena, analysis of problem tasks, guided self-study, e-learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical linguistic analyses of the text after the 6th and 11th topics (2 x 50 points = 100 points), which will be focused on the application of the acquired knowledge and the identification of linguistic phenomena. The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 30 points; 2. practical analysis: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of complex linguistic analysis in the required scope, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge convincingly, creatively and at an excellent level apply and adapt it in complex linguistic analysis of texts in school and language practice, has the ability to creatively and independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for further independent education;

B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of complex linguistic analysis to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and can apply and adapt it very well to complex linguistic analysis of texts in school and language practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of complex linguistic analysis to the required extent, organises the facts presented appropriately, can reliably apply and adapt the knowledge acquired in complex linguistic analysis of texts in school and language practice, solves individual tasks and assignments reliably, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of complex linguistic analysis to the required extent, demonstrates some deficiencies in the organisation of facts, can apply the acquired knowledge satisfactorily in school and language practice, solves individual tasks and assignments satisfactorily, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of complex linguistic analysis to the required extent and deficiencies in the organisation of facts, can minimally apply the acquired knowledge in school and language practice, solves individual tasks and assignments at a sufficient level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of complex linguistic analysis to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school and language practice, cannot solve individual tasks and assignments, cannot self-study further.

Learning outcomes:

The theoretical knowledge about the language system and its individual levels, as well as about the orthographic aspect of the language, which the student has acquired during his/her previous studies, and consequently the knowledge about complex linguistic analysis also in school practice, its theory, pages, concept and methodology can be applied by the student both in practical linguistic analyses of coherent texts of different functional styles of written Slovak, and in practical complex linguistic analyses as they are understood and used in school practice. As a result, they acquire important practical skills in assessing linguistic phenomena in terms of their sound, lexical-semantic, word-formation, morphematic, morphological, syntactic, stylistic and orthographic aspects, which they are able to use creatively and independently in complex linguistic analyses of texts, in solving problem tasks and in synthesising new solutions in the field, while they are able to actively acquire and communicate the necessary information and facts and to formulate and defend relevant professional arguments appropriately. He/she has developed his/her analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education when comprehensively assessing, analysing and evaluating linguistic analyses, as well as linguistic expressions of pupils and students and subsequent independent analysis of the problem in the given area at the level of the language, or also for the needs of the publishing environment when correcting linguistic expressions, because he/she is able to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey complex information about linguistic phenomena to the general public and to offer conclusions and linguistic justifications to lay audiences. As a result of this training, the students'

professional level as well as their linguistic culture is increased, which also appears to be very necessary in terms of the students' future practice.

Class syllabus:

1. Theory, aspects and concept of comprehensive language analysis also with regard to school practice.
2. Methodology of comprehensive language analysis.
3. Full (complete) and incomplete (selective/partial) comprehensive language analysis.
4. Phonological analysis. Word analysis into syllables and syllables. Orthoepic analysis. Pronunciation of vowels and vowel groups, bound pronunciation of words and other sound phenomena, suprasegmental phenomena.
5. Lexical-semantic analysis. Analysis of lexical meaning and paradigmatic relations of lexemes.
6. Word-formation analysis. Analysis of the ways of forming words, determination of base and derived words and the word-formation structure of derived words.
7. Morphematic analysis. Determination of individual types of morphemes within words.
8. Morphological analysis. Determination of word types and grammatical and lexico-grammatical categories.
9. Syntactic analysis. Analysis of simple sentences and clauses. Determination of sentence articles and individual types of constructions.
10. Stylistic analysis. Analysis of stylistic devices in the sentence and in the text with regard to the specific model structure of the text.
11. Orthographic analysis. Analysis and justification of individual orthographic phenomena.

On the basis of the use of the acquired theoretical knowledge about the language system, its individual levels, as well as about the orthographic aspect of the language, which on the one hand will build on the knowledge acquired in the given field during secondary school, but especially during bachelor studies, and on the other hand will further enable the deepening and systematic development of its knowledge into a complex form, the student will acquire practical skills that he will be able to apply in the assessment and complex analysis of linguistic phenomena. The student will acquire theoretical knowledge of complex linguistic analysis, its theory, aspects, concept and methodology. The student will become familiar with the essence of phonic, orthoepic, lexico-semantic, word-formation, morphematic, morphological, syntactic, stylistic and orthographic analyses. On the basis of the use of the given knowledge, as well as relevant theoretical knowledge about the language system, its individual levels and the orthographic aspect of the language, which the student has acquired during his/her studies, he/she will acquire practical skills applied in the assessment and analysis of linguistic phenomena, which will be reflected in the student's use of the acquired theoretical knowledge in practical complex linguistic analyses of texts, in the independent solving of problematic linguistic tasks and in the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field, use digital technologies and resources, effectively use the acquired knowledge, adequately formulate and defend arguments and, on their basis, solve professional problems in the field, using appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of linguistic analyses, as well as of pupils' and students' speeches, and subsequent independent analysis of a possible problem in a given area at the level of the language, in correcting linguistic speeches, because it will enable him to view linguistic phenomena in the broadest linguistic context. The emphasis on raising the

student's professional level and linguistic culture will be equally important in adequately conveying information about linguistic phenomena to the general public, as well as in offering relevant conclusions, linguistic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

BETÁKOVÁ, V. – RÝZKOVÁ, A. 1987. Všestranný jazykový rozbor. 3., prepracované vyd. Bratislava: Slovenské pedagogické nakladateľstvo. 317 s.

DZIVIAKOVÁ, M. 2016. Slovenský jazyk, jeho systém a charakteristika. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 31 – 90. ISBN 978-80-89726-88-2.

Recommended readings:

ČECHOVÁ, M. et al. 1992. Komplexní jazykové rozbory. Praha: SPN, 1992. 325 s. ISBN 8004243053. (selected chapters)

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

MOŠKO, G. 2006. Príručka vetného rozboru. 2., doplnené a upravené vyd. Prešov: Náuka. 222 s. ISBN 80-89038-39-5. (selected chapters)

OLOŠTIAK, M. – GIANITSOVÁ-OLOŠTIAKOVÁ, L. 2007. Slovenský jazyk. Bratislava: Vydavateľstvo Fragment, s. r. o. 192 s. ISBN 978-80-8089-066-7. (selected chapters)

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 55

A	ABS	B	C	D	E	FX
25,45	0,0	41,82	20,0	10,91	1,82	0,0

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde027/22	Contemporary Slovak language from the historical and dialectal viewpoint

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 18 hours of preparation for seminars focusing on the analysis of source texts and self-study of literature on individual topics; 20 hours of preparation for the final test. Total 60 hours of student work.
Teaching methods: explanation, heuristic methods, interpretation, colloquium, discussion

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a presentation on the assigned topic and a written test at the end of the course (100 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the development of Slovak and its dialectal stratification in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge convincingly, creatively apply and adapt it in practice, has the ability to creatively and independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at an excellent level in identifying and characterising selected linguistic phenomena in texts of written monuments and apply them in school practice;
B (92 - 85 %, very good - above average standard): very good performance: The student has very good knowledge of the development of Slovak and dialect stratification to the required extent,

logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and can apply it very well in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at a very good level in identifying and characterising selected linguistic phenomena in texts of written monuments and can adapt and innovate the acquired knowledge and propose procedures for working with it in school practice;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge of the development of Slovak language and dialect stratification in the required range, he/she arranges the presented facts appropriately, he/she can reliably apply the acquired knowledge in practice, he/she reliably solves individual tasks and assignments, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at a reliable level in the identification and characterisation of the selected linguistic phenomena in the texts of the written monuments and adapt them. In school practice;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the development of Slovak and dialect stratification to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge in practice, satisfactorily solves individual tasks and assignments, has acceptably developed the skills necessary for self-study, can apply the knowledge in the identification and characterisation of selected linguistic phenomena in texts of written monuments and adapt them in school practice;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the field of the development of Slovak language and dialect stratification in the required range and deficiencies in the arrangement of facts, the acquired knowledge can be minimally applied in practice, solves individual tasks and assignments at a sufficient level, has the minimum skills necessary for self-study, the knowledge can be sufficiently applied in the identification and characterization of selected linguistic phenomena in the texts of written monuments and apply existing procedures for working with them in school practice;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the development of Slovak language and dialect stratification to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in practice, cannot solve individual tasks and assignments, cannot independently further his/her education, and does not sufficiently apply the knowledge in the identification and characterisation of selected linguistic phenomena in the texts of written monuments and cannot apply them in school practice.

Learning outcomes:
The student has a basic knowledge of the earlier stages of the development and dialectal stratification of the Slovak language. The student has knowledge of the main developmental and linguistic-integrative phenomena in the Slovak national language, which have been applied in its written form. He has developed the skills to synthesise the knowledge he has acquired in the study of the contemporary Slovak language and can apply it in the creative recognition of the main developmental changes in the Slovak language and in the recognition of their functioning in the linguistic system of the Slovak language. On the basis of the knowledge from dialectology, the student is able to analyse and systematise the main features of the dialect system of the Slovak national language.
The student is able to apply the acquired knowledge in describing the linguistic contexts related to the development and dialectal structure of the Slovak national language and in identifying selected dialectal and developmental phenomena in written monuments. This is transferable knowledge that is applicable in everyday practice, especially as analytical and interpretive skills that will enable the person thus profiled to combine knowledge of contemporary language and culture with thinking

about the history, culture and development of Slovak society. The student can use and creatively apply the knowledge, insights and skills in the school environment as a teacher of lower and upper secondary education. On the basis of problem-solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. The student has also acquired a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Proto-Slavic origin of Slovak.
2. Slovak in the family of Slavic languages in the context of theories of its origin.
3. Old Slavonic and Church Slavonic.
4. The main changes in the Proto-Slavic basis of Slovak (sound and morphological level).
5. The main features in the development of the Slovak vocabulary. The lexis inherited from the Proto-Slavic.
6. Adoptions from non-Slavic languages.
7. Slovak dialectology and methods of its research.
8. Basic features of Slovak dialect macroareals and their subdivision.
9. Characteristics of cultural variants of Slovak in the context of the older Slovak written culture.
10. Reflection of the linguistic development of Slovak in the contemporary written language.
11. Dialectology and research of Slovak in relation to Slavic and non-Slavic languages (Slavic Language Atlas, Pan-Carpathian Dialectological Atlas, Atlas of the Slovak Language, projects and international research).

The thematic structuring of the course according to the individual headings will allow the student to gradually gain a basic overview of the development and dialectal stratification of the national language. It will provide the necessary body of knowledge that will support the formation of creative and synthesising skills, which will be essential especially in terms of profiling a graduate who will be able to orientate himself in the issues of the development of the national language, history and culture. The course will create the space for the complementarity of approaches necessary for the formation of the graduate's personality according to the profile and with skills that extend into the fields of history and culture of society. At the same time, the student will acquire the prerequisites and motivation to develop the acquired skills in further self-study and critical thinking.

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

Recommended literature:

Compulsory readings:

KRAJČOVIČ, R. 1989. Vývin slovenského jazyka a dialektológia. Bratislava: SPN. 344 s. (selected sections)

ŠTOLC, J. 1994. Slovenská dialektológia. Bratislava: Veda, 179 s. + 37 máp. ISBN 80-224-0036-X. (selected sections)

Recommended readings:
ŽEŇUCH, P. 2021. Z problematiky vývinu slovenčiny. Cyrilská písomná tradícia [elektronický zdroj]. Bratislava: Ústav filologický štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave, Katedra slovenského jazyka a literatúry. 83 s. ISBN 978-80-570-2715-7. Available on: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Z_problematiky_vyvinu_slovenciny.pdf (selected sections)
ŽEŇUCH, P. 2018. Vojvodinskí Rusnáci a slovenskí rusnáci: jazyková, konfesionálna a etnická identita v komparácii. In: Slavica Slovaca, roč. 53, č. 3 – 4, s. 75 – 85. Available on: http://www.slavu.sav.sk/casopisy/slavica/2018_1/posekana%20slavika/%C5%BDe%C5%88uch.pdf
ŽEŇUCH, P. 2015. K dejinám cyrilskej písomnej kultúry na Slovensku. Nitra: UKF. 175 s. ISBN 978-80-558-0740-9 . (selected sections)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 164

A	ABS	B	C	D	E	FX
37,8	0,0	27,44	19,51	9,15	4,27	1,83

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde027/22	**Course title:** Contemporary Slovak language from the historical and dialectal viewpoint

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 18 hours of preparation for seminars focusing on the analysis of source texts and self-study of literature on individual topics; 20 hours of preparation for the final test. Total 60 hours of student work.
Teaching methods: explanation, heuristic methods, interpretation, colloquium, discussion

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a presentation on the assigned topic and a written test at the end of the course (100 points). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the development of Slovak and its dialectal stratification in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge convincingly, creatively apply and adapt it in practice, has the ability to creatively and independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at an excellent level in identifying and characterising selected linguistic phenomena in texts of written monuments and apply them in school practice;
B (92 - 85 %, very good - above average standard): very good performance: The student has very good knowledge of the development of Slovak and dialect stratification to the required extent,

logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and can apply it very well in practice, has the ability to independently solve individual tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at a very good level in identifying and characterising selected linguistic phenomena in texts of written monuments and can adapt and innovate the acquired knowledge and propose procedures for working with it in school practice;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge of the development of Slovak language and dialect stratification in the required range, he/she arranges the presented facts appropriately, he/she can reliably apply the acquired knowledge in practice, he/she reliably solves individual tasks and assignments, he/she has well-developed skills for independent further self-study, he/she can apply the knowledge at a reliable level in the identification and characterisation of the selected linguistic phenomena in the texts of the written monuments and adapt them. In school practice;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the development of Slovak and dialect stratification to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge in practice, satisfactorily solves individual tasks and assignments, has acceptably developed the skills necessary for self-study, can apply the knowledge in the identification and characterisation of selected linguistic phenomena in texts of written monuments and adapt them in school practice;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the field of the development of Slovak language and dialect stratification in the required range and deficiencies in the arrangement of facts, the acquired knowledge can be minimally applied in practice, solves individual tasks and assignments at a sufficient level, has the minimum skills necessary for self-study, the knowledge can be sufficiently applied in the identification and characterization of selected linguistic phenomena in the texts of written monuments and apply existing procedures for working with them in school practice;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the development of Slovak language and dialect stratification to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in practice, cannot solve individual tasks and assignments, cannot independently further his/her education, and does not sufficiently apply the knowledge in the identification and characterisation of selected linguistic phenomena in the texts of written monuments and cannot apply them in school practice.

Learning outcomes:
The student has a basic knowledge of the earlier stages of the development and dialectal stratification of the Slovak language. The student has knowledge of the main developmental and linguistic-integrative phenomena in the Slovak national language, which have been applied in its written form. He has developed the skills to synthesise the knowledge he has acquired in the study of the contemporary Slovak language and can apply it in the creative recognition of the main developmental changes in the Slovak language and in the recognition of their functioning in the linguistic system of the Slovak language. On the basis of the knowledge from dialectology, the student is able to analyse and systematise the main features of the dialect system of the Slovak national language.
The student is able to apply the acquired knowledge in describing the linguistic contexts related to the development and dialectal structure of the Slovak national language and in identifying selected dialectal and developmental phenomena in written monuments. This is transferable knowledge that is applicable in everyday practice, especially as analytical and interpretive skills that will enable the person thus profiled to combine knowledge of contemporary language and culture with thinking

about the history, culture and development of Slovak society. The student can use and creatively apply the knowledge, insights and skills in the school environment as a teacher of lower and upper secondary education. On the basis of problem-solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. The student has also acquired a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Proto-Slavic origin of Slovak.
2. Slovak in the family of Slavic languages in the context of theories of its origin.
3. Old Slavonic and Church Slavonic.
4. The main changes in the Proto-Slavic basis of Slovak (sound and morphological level).
5. The main features in the development of the Slovak vocabulary. The lexis inherited from the Proto-Slavic.
6. Adoptions from non-Slavic languages.
7. Slovak dialectology and methods of its research.
8. Basic features of Slovak dialect macroareals and their subdivision.
9. Characteristics of cultural variants of Slovak in the context of the older Slovak written culture.
10. Reflection of the linguistic development of Slovak in the contemporary written language.
11. Dialectology and research of Slovak in relation to Slavic and non-Slavic languages (Slavic Language Atlas, Pan-Carpathian Dialectological Atlas, Atlas of the Slovak Language, projects and international research).

The thematic structuring of the course according to the individual headings will allow the student to gradually gain a basic overview of the development and dialectal stratification of the national language. It will provide the necessary body of knowledge that will support the formation of creative and synthesising skills, which will be essential especially in terms of profiling a graduate who will be able to orientate himself in the issues of the development of the national language, history and culture. The course will create the space for the complementarity of approaches necessary for the formation of the graduate's personality according to the profile and with skills that extend into the fields of history and culture of society. At the same time, the student will acquire the prerequisites and motivation to develop the acquired skills in further self-study and critical thinking.

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

Recommended literature:

Compulsory readings:

KRAJČOVIČ, R. 1989. Vývin slovenského jazyka a dialektológia. Bratislava: SPN. 344 s. (selected sections)

ŠTOLC, J. 1994. Slovenská dialektológia. Bratislava: Veda, 179 s. + 37 máp. ISBN 80-224-0036-X. (selected sections)

Recommended readings:
ŽEŇUCH, P. 2021. Z problematiky vývinu slovenčiny. Cyrilská písomná tradícia [elektronický zdroj]. Bratislava: Ústav filologický štúdií Pedagogickej fakulty Univerzity Komenského v Bratislave, Katedra slovenského jazyka a literatúry. 83 s. ISBN 978-80-570-2715-7. Available on: https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KSJL/rozne/ZENUCH_Peter_Z_problematiky_vyvinu_slovenciny.pdf (selected sections)
ŽEŇUCH, P. 2018. Vojvodinskí Rusnáci a slovenskí rusnáci: jazyková, konfesionálna a etnická identita v komparácii. In: Slavica Slovaca, roč. 53, č. 3 – 4, s. 75 – 85. Available on: http://www.slavu.sav.sk/casopisy/slavica/2018_1/posekana%20slavika/%C5%BDe%C5%88uch.pdf
ŽEŇUCH, P. 2015. K dejinám cyrilskej písomnej kultúry na Slovensku. Nitra: UKF. 175 s. ISBN 978-80-558-0740-9 . (selected sections)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 164

A	ABS	B	C	D	E	FX
37,8	0,0	27,44	19,51	9,15	4,27	1,83

Lecturers: Mgr. Marína Hríb, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde028/22	Creative writing

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 22 hours of continuous preparation, including study of literature; 8 hours of preparation of semester activity; 8 hours of semester thesis. Total 60 hours of student work.
Teaching methods: lecture, demonstration, discussion, work with text, project teaching, problem solving, group work, individual work, e-learning, guided self-study

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed in creative writing;
• the implementation of a semester activity (30 points), which the student chooses from a list of creative writing techniques, prepares and manages in the seminar according to a set timetable; the participants in the activity are classmates or the lecturer;
• a term paper (30 points) in which the student reports on his/her term activity, submits it for theoretical and critical reflection and proposes its implementation in secondary education.
The course culminates in an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum score of 60% is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who receives less than 60% of the points for any component of the assessment (micro-assignments: less than 24 points, term paper: less than 18 points, term paper: less than 18 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of creative writing to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing

manner, is able to creatively apply, adapt, innovate and design creative writing workflows in school practice at an excellent level, has the ability to creatively solve individual tasks and assignments independently and imaginatively, including in broader linguistic, literary and didactic contexts, excellently supports pupils' active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of creative writing to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the knowledge acquired and is able to apply, adapt and innovate creative writing working practices in school practice very well, has the ability to solve individual tasks and assignments independently and in a broader linguistic, literary and didactic context, supports pupils' active acquisition of knowledge, skills and competences very well, the linguistic and stylistic level of his/her expression is very good, has very well-developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of creative writing to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the acquired knowledge and existing working practices in creative writing in school practice, solves individual tasks and assignments independently and reliably, promotes pupils' active acquisition of knowledge, skills and competences well, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of creative writing to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working practices in creative writing in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, at a satisfactory level, supports students' active acquisition of knowledge, skills and competences, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of creative writing to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices in creative writing in school practice, solves individual tasks and assignments with considerable help at a satisfactory level, only minimally promotes students' active acquisition of knowledge, skills and competences, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of creative writing to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to creative writing in school practice, cannot solve individual tasks and assignments, cannot support pupils' active acquisition of knowledge, skills and competences, cannot self-study further.

Learning outcomes:

The student has a basic knowledge of creative writing as a strategy for creative teaching of the subject Slovak language and literature in secondary education. The student has acquired knowledge about the history, different concepts and strategies of creative writing and knows the specific features of the organisation of creative writing in school conditions. The student has the skills necessary to design, implement, and evaluate creative writing techniques in educational practice. The student is able to use creative writing effectively in the teaching of Slovak language and literature. The course is mainly application-oriented to the training of effective designing, implementation, management and evaluation of creative writing techniques as a means of educational activity. On the basis of practicing them, the student has developed skills in the use and creation of educational and methodological materials also with the support of digital technologies. The student has developed the ability to create a stimulating and respectful learning environment.

The student has acquired knowledge and skills in modern teaching methods, forms and means. The student is prepared to reflect the latest theoretical knowledge and apply it in the educational process, extracurricular and extracurricular activities in accordance with current trends in school practice. The student is able to use his/her knowledge of the school system in the environment of the Slovak Republic, is able to respect the basic pedagogical documents, reliably possesses knowledge of the educational process and school practice with emphasis on the requirements of modern education, which is oriented to the pupil, based on creativity, on learning through the discovery of knowledge and on the use of the results of critical thinking. The student has developed strategic, conceptual, and creative thinking skills that enable him/her to promote increased quality of knowledge, thinking, and responsibility in his/her practice with elementary and secondary school students.

Class syllabus:

1. Roots, traditions and forms of creative writing.
2. Creativity, creative thinking and creative teaching. Creative writing as a creative teaching strategy.
3. Creative writing in the educational process with a focus on the subject of Slovak language and literature in lower and upper secondary education.
4. Organisation of creative writing in school conditions.
5. Functions of creative writing in the educational process. Creative writing and the development of pupils' competences.
6. Pupil and teacher as participants and lecturers of creative writing.
7. Specifics of assessment in creative writing.
8. Creative writing as a means of developing the pupil's personality
9. Creative writing as a means of developing communicative competence.
10. Creative writing as an integrative means of fostering intra- and inter-component relationships.
11. Creative writing as an integrative means of fostering cross-curricular relationships.

The course curriculum covers the range of knowledge and skills that the student will use in his/her teaching practice. The student will acquire knowledge about the history and different concepts of creative writing, gain knowledge about strategies that develop creativity, learn about the specifics of the organization of creative writing in school conditions and the specifics of the relationship between the student and the teacher in creative writing, acquire knowledge about tools for evaluating creative writing in terms of effectiveness. The student will acquire the skills necessary to design, implement and evaluate creative writing techniques in educational practice. The student will learn how to effectively use creative writing in the teaching of the subject Slovak language and literature as a means of developing the student's personality and communicative competence, as a tool for mastering the curriculum in the individual components of the subject Slovak language and literature, and as an integrative tool supporting intra-, inter- and inter-subject relationships. The course will lead the student to reflect on the latest theoretical knowledge and to apply it in the educational process, extracurricular and interest activities in accordance with current trends in school practice. The student will be able to use his/her knowledge of the school system in the environment of the Slovak Republic, learn to respect the basic pedagogical documents, consolidate and develop knowledge of the educational process and school practice with emphasis on the requirements of modern education, which is student-oriented, based on creativity, on learning through the discovery of knowledge and on the use of the results of critical thinking. The course stimulates the student's knowledge and skills in modern teaching methods, forms and means. The student will develop competences that are a prerequisite for effective designing and creative implementation of educational activities and active participation in the creation of educational and methodological materials, also with the support of digital technologies. The student will consolidate and develop strategic, conceptual and creative thinking, thanks to which he/she will support the

improvement of the quality of knowledge, thinking and responsibility in his/her practice in primary and secondary school pupils.

Recommended literature:

Compulsory readings:

ELIAŠOVÁ, V. 2017. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského v Bratislave. 186 s. ISBN 978-80-223-3079-4.

Recommended readings:

ELIAŠOVÁ, V. – KOČANOVÁ, M. – LACKO, I. 2007. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav. 137 s. ISBN 978-80-89225-35-4.

FIŠER, Z. 2012. Tvůrčí psaní v literární výchově jako nástroj poznávaní. Brno: Masarykova univerzita. 226 s. ISBN 978-80-210-6121-7 Available on webe: https://munispace.muni.cz/ library/ catalog/book/873.

REHÚŠ, M. – ŠRANK, J. 2012. Nesystematický návod na použitie slovenskej experimentálnej poézie. In: V sieti strednej Európy: nielen o elektronickej literatúre. Bratislava: SAP a Ústav svetovej literatúry SAV, s. 241 – 264. ISBN 978-80-8095-076-7.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
80,0	0,0	0,0	20,0	0,0	0,0	0,0

Lecturers: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde028/22	Creative writing

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 22 hours of continuous preparation, including study of literature; 8 hours of preparation of semester activity; 8 hours of semester thesis. Total 60 hours of student work.
Teaching methods: lecture, demonstration, discussion, work with text, project teaching, problem solving, group work, individual work, e-learning, guided self-study

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• continuous completion of micro-assignments in seminars (40 points) on the theoretical knowledge and practical skills needed in creative writing;
• the implementation of a semester activity (30 points), which the student chooses from a list of creative writing techniques, prepares and manages in the seminar according to a set timetable; the participants in the activity are classmates or the lecturer;
• a term paper (30 points) in which the student reports on his/her term activity, submits it for theoretical and critical reflection and proposes its implementation in secondary education.
The course culminates in an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
To pass the course, a minimum score of 60% is required. A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who receives less than 60% of the points for any component of the assessment (micro-assignments: less than 24 points, term paper: less than 18 points, term paper: less than 18 points).
The rating is awarded on a scale:
A (100 - 93%, excellent - outstanding): excellent performance: The student has excellent knowledge of creative writing to the required extent, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing

manner, is able to creatively apply, adapt, innovate and design creative writing workflows in school practice at an excellent level, has the ability to creatively solve individual tasks and assignments independently and imaginatively, including in broader linguistic, literary and didactic contexts, excellently supports pupils' active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of creative writing to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the knowledge acquired and is able to apply, adapt and innovate creative writing working practices in school practice very well, has the ability to solve individual tasks and assignments independently and in a broader linguistic, literary and didactic context, supports pupils' active acquisition of knowledge, skills and competences very well, the linguistic and stylistic level of his/her expression is very good, has very well-developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of creative writing to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the acquired knowledge and existing working practices in creative writing in school practice, solves individual tasks and assignments independently and reliably, promotes pupils' active acquisition of knowledge, skills and competences well, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of creative writing to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working practices in creative writing in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, at a satisfactory level, supports students' active acquisition of knowledge, skills and competences, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of creative writing to the required extent and significant deficiencies in the organisation of facts, can minimally apply the acquired knowledge and existing working practices in creative writing in school practice, solves individual tasks and assignments with considerable help at a satisfactory level, only minimally promotes students' active acquisition of knowledge, skills and competences, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of creative writing to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge to creative writing in school practice, cannot solve individual tasks and assignments, cannot support pupils' active acquisition of knowledge, skills and competences, cannot self-study further.

Learning outcomes:

The student has a basic knowledge of creative writing as a strategy for creative teaching of the subject Slovak language and literature in secondary education. The student has acquired knowledge about the history, different concepts and strategies of creative writing and knows the specific features of the organisation of creative writing in school conditions. The student has the skills necessary to design, implement, and evaluate creative writing techniques in educational practice. The student is able to use creative writing effectively in the teaching of Slovak language and literature. The course is mainly application-oriented to the training of effective designing, implementation, management and evaluation of creative writing techniques as a means of educational activity. On the basis of practicing them, the student has developed skills in the use and creation of educational and methodological materials also with the support of digital technologies. The student has developed the ability to create a stimulating and respectful learning environment.

The student has acquired knowledge and skills in modern teaching methods, forms and means. The student is prepared to reflect the latest theoretical knowledge and apply it in the educational process, extracurricular and extracurricular activities in accordance with current trends in school practice. The student is able to use his/her knowledge of the school system in the environment of the Slovak Republic, is able to respect the basic pedagogical documents, reliably possesses knowledge of the educational process and school practice with emphasis on the requirements of modern education, which is oriented to the pupil, based on creativity, on learning through the discovery of knowledge and on the use of the results of critical thinking. The student has developed strategic, conceptual, and creative thinking skills that enable him/her to promote increased quality of knowledge, thinking, and responsibility in his/her practice with elementary and secondary school students.

Class syllabus:

1. Roots, traditions and forms of creative writing.
2. Creativity, creative thinking and creative teaching. Creative writing as a creative teaching strategy.
3. Creative writing in the educational process with a focus on the subject of Slovak language and literature in lower and upper secondary education.
4. Organisation of creative writing in school conditions.
5. Functions of creative writing in the educational process. Creative writing and the development of pupils' competences.
6. Pupil and teacher as participants and lecturers of creative writing.
7. Specifics of assessment in creative writing.
8. Creative writing as a means of developing the pupil's personality
9. Creative writing as a means of developing communicative competence.
10. Creative writing as an integrative means of fostering intra- and inter-component relationships.
11. Creative writing as an integrative means of fostering cross-curricular relationships.

The course curriculum covers the range of knowledge and skills that the student will use in his/her teaching practice. The student will acquire knowledge about the history and different concepts of creative writing, gain knowledge about strategies that develop creativity, learn about the specifics of the organization of creative writing in school conditions and the specifics of the relationship between the student and the teacher in creative writing, acquire knowledge about tools for evaluating creative writing in terms of effectiveness. The student will acquire the skills necessary to design, implement and evaluate creative writing techniques in educational practice. The student will learn how to effectively use creative writing in the teaching of the subject Slovak language and literature as a means of developing the student's personality and communicative competence, as a tool for mastering the curriculum in the individual components of the subject Slovak language and literature, and as an integrative tool supporting intra-, inter- and inter-subject relationships. The course will lead the student to reflect on the latest theoretical knowledge and to apply it in the educational process, extracurricular and interest activities in accordance with current trends in school practice. The student will be able to use his/her knowledge of the school system in the environment of the Slovak Republic, learn to respect the basic pedagogical documents, consolidate and develop knowledge of the educational process and school practice with emphasis on the requirements of modern education, which is student-oriented, based on creativity, on learning through the discovery of knowledge and on the use of the results of critical thinking. The course stimulates the student's knowledge and skills in modern teaching methods, forms and means. The student will develop competences that are a prerequisite for effective designing and creative implementation of educational activities and active participation in the creation of educational and methodological materials, also with the support of digital technologies. The student will consolidate and develop strategic, conceptual and creative thinking, thanks to which he/she will support the

improvement of the quality of knowledge, thinking and responsibility in his/her practice in primary and secondary school pupils.

Recommended literature:

Compulsory readings:

ELIAŠOVÁ, V. 2017. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského v Bratislave. 186 s. ISBN 978-80-223-3079-4.

Recommended readings:

ELIAŠOVÁ, V. – KOČANOVÁ, M. – LACKO, I. 2007. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav. 137 s. ISBN 978-80-89225-35-4.

FIŠER, Z. 2012. Tvůrčí psaní v literární výchově jako nástroj poznávaní. Brno: Masarykova univerzita. 226 s. ISBN 978-80-210-6121-7 Available on webe: https://munispace.muni.cz/ library/ catalog/book/873.

REHÚŠ, M. – ŠRANK, J. 2012. Nesystematický návod na použitie slovenskej experimentálnej poézie. In: V sieti strednej Európy: nielen o elektronickej literatúre. Bratislava: SAP a Ústav svetovej literatúry SAV, s. 241 – 264. ISBN 978-80-8095-076-7.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
80,0	0,0	0,0	20,0	0,0	0,0	0,0

Lecturers: doc. Mgr. Jaroslav Šrank, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde003/22	Curriculum design and instructional paradigm

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

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50. During the semester students have to prepare 2 seminar papers of 25 points each (according to the teacher's assignment: e.g. designing the curriculum of their own school, the curriculum of their own subject for a given year, the thematic educational plan for a given subject and year, etc.). As part of the final assessment of the course, students take an oral examination (50 points). In total, students may obtain a maximum of 100 points. Successful completion of the course is subject to obtaining at least 60 % of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess (critically evaluate, develop, enrich with own ideas), is oriented in the issues of curriculum theory, paradigms of teaching and can put them in the context of the current form of the state and school curriculum in Slovakia and can also critically analyse, evaluate and consider their use and implementation with implications for practice.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalizing way, is oriented in the issues of curriculum theory, teaching paradigms and is able to put them in the context of the current form of the state and school curriculum in Slovakia and is also able to critically evaluate them and is able to consider their use and implementation with implications for practice.

C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but there is no development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in the issues of curriculum theory, teaching paradigms, but there is no critical and generalizing evaluation of them.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in the issues of curriculum theory, teaching paradigms is limited to specific areas, their critical evaluation is absent.
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, there is no critical analysis and development of own ideas, orientation in the issues of curriculum theory, teaching paradigms is limited to specific areas, there is no critical evaluation and generalization,
Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in the issues of curriculum theory, teaching paradigms is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning outcomes:
Students will be able to theoretically reflect on different curriculum theories, teaching paradigms and will be able to put them in the context of the current form of the state and school curriculum in Slovakia (or in EU countries). Students will be able to design partial parts of the school educational program of their own school with an emphasis on the creation of the curriculum, curricula of subjects and thematic educational curricula.
Transferable competences: the student will know and be able to apply parts of the school curriculum for the development of communication, organisational and (self-)cognitive competencesContent structure of the course:
The concept of curriculum, its definitions in a broader and narrower sense. Definition of the basic concepts related to the concept of curriculum - curriculum, educational project, teaching process (content, course), curriculum of a field of study, teaching subject, teaching unit. Types of curriculum. Different points of view on curriculum: formal curriculum, informal curriculum, hidden curriculum; conceptual form of curriculum, planned (prescribed) curriculum, implemented curriculum, achieved (learned, acquired) curriculum, effect form of curriculum; supporting
Curriculum. Classification and reflection of different philosophical theories of curriculum (theories of education). Current curriculum trends in OECD and EU countries. Understanding curriculum in the Millennium Project. International measurements of planned, implemented and achieved curriculum - international research studies: TIMSS, PISA, PIRLS, CIVIC and others (ICILS, ICCS, TALIS). National curricula in the Slovak Republic: ISCED 0, 1, 2 and 3 (lower secondary education and upper secondary education) - basic structure and framework content. School curriculum. Basic structure and framework content. School curriculum for secondary vocational schools.
Principles, methodology of development and design of school educational program. Designing the school curriculum and curricula of subjects (especially own). Elements of the school curriculum and approach to its design. Curriculum components and approach to designing school curriculum in the subject. Specifics of designing educational (curricular) constructs in relation to the chosen paradigm of teaching

Class syllabus:

Brief outline of the course:

1. Broader and narrower definitions of basic concepts. Definitions and interpretations of the following terms: school curriculum, educational reality, teaching process, teaching concept, pedagogical-didactic activity, teaching subjects, etc.; gnoseological, social, cultural and political definition of the conceptual bases of curriculum design.
2. Curriculum in the domestic context. Definition of basic concepts. Documents of educational policy in Slovakia after 1989. The planned curriculum. Decentralisation of the curriculum. Two-level model of curriculum.
3. Curriculum as an example of good practice. Integrative and formative aspects of curriculum for primary and secondary schools. The content of education in the new concept. Teaching-learning activities in intent of the central idea of this concept.
4. The teacher as a fundamental agent of curriculum design. Basic definitions of the processes of planning, designing and programming the content of teaching. Teacher's pedagogical-didactic decision-making, professional autonomy and creativity in narrower and broader contexts.
5. Student and teacher activism in the learning process. The activity and development-creative potential of teaching. Concepts of teaching-informative vs. formative, etc.
6. Principles of curriculum design and project development. Basic definition, characteristics and goal of curriculum design. Design, logical-sequential and content parameters of project creation. Didactic principles and pedagogical expression of the curricular project. 7. Programming of pedagogical-didactic activities. Principles, objectives, practical examples and their critical analysis. Practical design of curriculum projects, preparation, planning, critical evaluation of projects in the phase of their creation.
8. Presentation and evaluation of projects. Colloquial presentation and evaluation of conceptual project proposals, guided discussion

Recommended literature:

Reference sources:

Required reading:

KOSTRUB, D. 2005. Dizajn procesu výučby. Bratislava: Rokus, 2005. ISBN 80-89055-56-7.

Recommended reading:

KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
PORUBSKÝ, Š. 2014. ŠKOLA A KURIKULUM – TRANSFORMÁCIA V SLOVENSKOM KONTEXTE. UMB Banská Bystrica, 2014, Belianum , ISBN 978-80-557-0838-6
TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava : Z-F Lingua, 2013. ISBN 978-80-89328-93-2.
TOTHOVÁ R. - KOSTRUB, D. - FERKOVÁ Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0.
https://www.minedu.sk/8387-sk/statne-vzdelavacie-programy/
https://www.statpedu.sk/sk/svp/statny-vzdelavaci-program/
https://siov.sk/statne-vzdelavacie-programy/
https://www.nucem.sk/sk/nucem

Languages necessary to complete the course:

slovak language and czech language

Notes:

Past grade distribution
Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
94,87	0,0	2,56	1,28	0,0	0,0	1,28

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

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde029/22	Didactics of Slovak as a foreign language

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
23 hours of continuous preparation for seminars and presentations;
15 hours of literature study and preparation for the written test.
A total of 60 hours of student work.
Teaching methods: Problem-based learning, explanation, discussion of the topic, interview, problem solving, practical problem solving, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated for a presentation based on the application of theoretical information in the practical solution of a specific didactic problem (60 points) and in the form of a written test at the end of the continuous teaching (40 points). The course is completed with a grade resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of Slovak as a foreign language in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can apply it methodologically correctly, professionally, effectively and creatively, adapt and innovate knowledge from the didactics of Slovak as a foreign language and from individual linguistic disciplines in the creative and

independent solution of individual tasks and assignments, also in a broader linguistic and didactic context, excellently supports students in actively acquiring knowledge, skills and competences, the linguistic and stylistic level of his/her speech is excellent, he/she has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply it methodologically correctly, professionally, efficiently and, for the most part, creatively, adapt and innovate knowledge from didactics of Slovak as a foreign language and from individual linguistic disciplines when independently solving individual tasks and assignments also in broader linguistic and didactic contexts, he supports very well the active acquisition of knowledge, skills and competences by pupils, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good command of the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent, he/she organises the presented facts appropriately, he/she can methodically apply and adapt the knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines correctly in solving individual tasks and assignments reliably, he/she supports the pupils' active acquisition of knowledge, skills and competences well, he/she has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student possesses the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent only to a limited extent, shows some deficiencies in the arrangement of facts, can apply the acquired knowledge satisfactorily in the satisfactory solution of individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student possesses the theoretical knowledge of the didactics of Slovak as a foreign language and of individual linguistic disciplines to the required extent only at a minimal level and shows deficiencies in the arrangement of facts, can apply the acquired knowledge only to a minimal extent in solving individual tasks and assignments at a sufficient level, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of didactics of Slovak as a foreign language and of individual linguistic disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:

The student demonstrates theoretical knowledge of the theory of teaching Slovak as a foreign language. The student is familiar with previous research on Slovak as a foreign language with regard to intra-linguistic, inter-linguistic and extra-linguistic relations. Knows how to name and define specific features of Slovak from the perspective of foreigners. Can explain the description, presentation, learning process and assessment of language competence. Has acquired the communicative skills which are a prerequisite for pupils to acquire communicative competence in Slovak as a foreign language. The acquired theoretical knowledge can be integrated and comprehensively used methodologically correct, professionally, effectively and creatively in teaching Slovak as a foreign language. Can take into account the sociolinguistic and ethno-cultural factors of pupils against the background of similarities and differences with their own language and culture. He/she is familiar with the literature, methodological manuals and textbooks of Slovak as a foreign language. The student has developed critical and creative thinking, analytical,

organisational, interpersonal and communication skills. The student has developed skills in the use and creation of methodological materials, didactic aids and digital technologies. The student has mastered the principles of teaching Slovak as a foreign language with an emphasis on its use in a social context, has the skills and competence to introduce Slovak to foreigners, is able to make available to them the contemporary Slovak language, grammatical system and lexical base of individual communication spheres, depending on the study plan and their motivation. The student has developed the ability to create a stimulating and respectful learning environment. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The student is able to convey information from the didactics of Slovak as a foreign language to the general public and to lay audiences. The student is able to use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Slovak language in the European context, ethnolinguistic and areal characteristics, European system of language education.
2. Slovak as a foreign language, specification of the subject, history and current status. Sociolinguistic and ethnocultural aspects.
3. Typological characteristics of Slovak as a foreign language. Methods of teaching Slovak as a foreign language.
4. Communication and its acquisition, communicative competence, communicative barriers and language interference, pragmatic aspects of language communication.
5. Cultural and social specifics of Slovak as a foreign language. Intercultural communication, intercultural competence.
6. Lecturer, his didactic competence and professional-methodological competence.
7. Overview of methodological procedures in the didactics of Slovak as a foreign language, nature and overview of textbooks, grammars and teaching materials.
8. Linguistic content and methods in teaching Slovak as a foreign language, peculiarities of acquiring the sound structure of Slovak.
9. Specifics of acquiring the grammatical and lexical system of Slovak, grammatical and lexical minimum of Slovak for foreigners.
10. Common European Framework of Reference for Languages. Assessment and testing, standardisation and evaluation of language learning, language levels and testing of language competence.
11. Specifics of teaching Slovak as a foreign language at school to pupils from foreign language backgrounds, pupil-foreigner in a Slovak school, pupil placement in a year group, pupil assessment rules.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will be able to present the linguistic system of Slovak as a foreign language with an emphasis on the specifics of individual language subsystems, he/she will get to know the educational programmes according to the level of advancement and the field of study. The student will acquire knowledge and practical skills in various teaching methods with regard to the addressee, will learn about learning and acquisition styles of a foreign language, will be able to stimulate the development of receptive skills (reading, listening) and productive skills (speaking, writing) in pupils. They will be able to apply methods of developing phonetic competence and

practising the prosodic properties of Slovak, they will be able to recognise forms of practising and consolidating grammatical knowledge, developing lexical vocabulary and ways of explicating new lexis. The student will acquire the peculiarities of linguore, professional communication and access to the historical and cultural realities of Slovakia. The student will understand the importance of the teacher's pedagogical tact, professional competence, as well as intercultural sensitivity as an important part of the development of students' competences. They will be able to apply activation methods of accessing intercultural competence and the methodology of developing communicative skills with regard to the effectiveness of the acquisition of communicative competence. The student will be familiar with the content and structure of textbooks, grammars, manuals for the needs of teaching Slovak as a foreign language. Emphasis will be placed on the content and linguistic appropriateness of the teaching texts with regard to the target group of pupils and the didactic intention. The student will be able to adapt and create his/her own materials and exercises for each level of study, to check and evaluate the pupil's knowledge and skills at an appropriate level. The learner will be familiar with the Common European Framework of Reference for Languages as a basis for language learning and teaching and for the assessment of language competence. Learn the methodology for assessing and testing language proficiency and be able to describe the knowledge and skills of each language level. The student will learn the basic specifics of teaching Slovak as a foreign language in school to pupils from a foreign language background, will be able to work with a foreign pupil in a Slovak school, will learn some specifics of Slovak as a foreign language in a school with another language of instruction. The student will possess professional competences, which are designed to implement new knowledge about the specifics of the linguodidactic concept, which influence the didactic goal, the content of the curriculum and the choice of optimal teaching forms and methods. The student will be able to creatively apply the acquired knowledge in the analysis and use of didactic material, and will learn to use modern teaching methods, forms and means. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes. He/she will be able to use digital technologies in the teaching of didactics of Slovak for foreigners.

Recommended literature:

Compulsory readings:

PEKAROVIČOVÁ, J. 2020. Slovenčina ako cudzí jazyk: predmet aplikovanej lingvistiky. Bratislava: Stimul. 200 s. ISBN 978-80-8127-290-5. (selected chapters)

SEDLÁKOVÁ, M. a kol. 2021. Praktická didaktika slovenčiny ako cudzieho jazyka pre študentov slovakistiky. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach. 193 s. ISBN 978-80-574-0012-7. (selected chapters)

Recommended readings:

BLAŽENCOVÁ, Ľ. 2023. Problematické aspekty vyučovania staršej slovenskej literatúry pre cudzincov. In: Slovenčina (nielen) ako cudzí jazyk v súvislostiach 3: zborník príspevkov venovaných výskumu a výučbe: 1. zväzok. Bratislava: Univerzita Komenského v Bratislave, s. 282 – 299. ISBN 978-80-223-5656-5.

KVAPIL, R. a kol. 2018. Slovenčina ako cudzí jazyk. Príručka pre učiteľov. Bratislava: Metodicko-
-pedagogické centrum v Bratislave. 65 s. ISBN 978-80-565-1440-5. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde029/22	Didactics of Slovak as a foreign language

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
23 hours of continuous preparation for seminars and presentations;
15 hours of literature study and preparation for the written test.
A total of 60 hours of student work.
Teaching methods: Problem-based learning, explanation, discussion of the topic, interview, problem solving, practical problem solving, e-learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated for a presentation based on the application of theoretical information in the practical solution of a specific didactic problem (60 points) and in the form of a written test at the end of the continuous teaching (40 points). The course is completed with a grade resulting from the continuous assessment of the learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D and a minimum of 60 points is required for a grade of E out of the total number of points. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of Slovak as a foreign language in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can apply it methodologically correctly, professionally, effectively and creatively, adapt and innovate knowledge from the didactics of Slovak as a foreign language and from individual linguistic disciplines in the creative and

independent solution of individual tasks and assignments, also in a broader linguistic and didactic context, excellently supports students in actively acquiring knowledge, skills and competences, the linguistic and stylistic level of his/her speech is excellent, he/she has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply it methodologically correctly, professionally, efficiently and, for the most part, creatively, adapt and innovate knowledge from didactics of Slovak as a foreign language and from individual linguistic disciplines when independently solving individual tasks and assignments also in broader linguistic and didactic contexts, he supports very well the active acquisition of knowledge, skills and competences by pupils, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good command of the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent, he/she organises the presented facts appropriately, he/she can methodically apply and adapt the knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines correctly in solving individual tasks and assignments reliably, he/she supports the pupils' active acquisition of knowledge, skills and competences well, he/she has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student possesses the theoretical knowledge of the didactics of Slovak as a foreign language and of the individual linguistic disciplines to the required extent only to a limited extent, shows some deficiencies in the arrangement of facts, can apply the acquired knowledge satisfactorily in the satisfactory solution of individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student possesses the theoretical knowledge of the didactics of Slovak as a foreign language and of individual linguistic disciplines to the required extent only at a minimal level and shows deficiencies in the arrangement of facts, can apply the acquired knowledge only to a minimal extent in solving individual tasks and assignments at a sufficient level, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of didactics of Slovak as a foreign language and of individual linguistic disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:

The student demonstrates theoretical knowledge of the theory of teaching Slovak as a foreign language. The student is familiar with previous research on Slovak as a foreign language with regard to intra-linguistic, inter-linguistic and extra-linguistic relations. Knows how to name and define specific features of Slovak from the perspective of foreigners. Can explain the description, presentation, learning process and assessment of language competence. Has acquired the communicative skills which are a prerequisite for pupils to acquire communicative competence in Slovak as a foreign language. The acquired theoretical knowledge can be integrated and comprehensively used methodologically correct, professionally, effectively and creatively in teaching Slovak as a foreign language. Can take into account the sociolinguistic and ethno-cultural factors of pupils against the background of similarities and differences with their own language and culture. He/she is familiar with the literature, methodological manuals and textbooks of Slovak as a foreign language. The student has developed critical and creative thinking, analytical,

organisational, interpersonal and communication skills. The student has developed skills in the use and creation of methodological materials, didactic aids and digital technologies. The student has mastered the principles of teaching Slovak as a foreign language with an emphasis on its use in a social context, has the skills and competence to introduce Slovak to foreigners, is able to make available to them the contemporary Slovak language, grammatical system and lexical base of individual communication spheres, depending on the study plan and their motivation. The student has developed the ability to create a stimulating and respectful learning environment. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts, and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The student is able to convey information from the didactics of Slovak as a foreign language to the general public and to lay audiences. The student is able to use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Slovak language in the European context, ethnolinguistic and areal characteristics, European system of language education.
2. Slovak as a foreign language, specification of the subject, history and current status. Sociolinguistic and ethnocultural aspects.
3. Typological characteristics of Slovak as a foreign language. Methods of teaching Slovak as a foreign language.
4. Communication and its acquisition, communicative competence, communicative barriers and language interference, pragmatic aspects of language communication.
5. Cultural and social specifics of Slovak as a foreign language. Intercultural communication, intercultural competence.
6. Lecturer, his didactic competence and professional-methodological competence.
7. Overview of methodological procedures in the didactics of Slovak as a foreign language, nature and overview of textbooks, grammars and teaching materials.
8. Linguistic content and methods in teaching Slovak as a foreign language, peculiarities of acquiring the sound structure of Slovak.
9. Specifics of acquiring the grammatical and lexical system of Slovak, grammatical and lexical minimum of Slovak for foreigners.
10. Common European Framework of Reference for Languages. Assessment and testing, standardisation and evaluation of language learning, language levels and testing of language competence.
11. Specifics of teaching Slovak as a foreign language at school to pupils from foreign language backgrounds, pupil-foreigner in a Slovak school, pupil placement in a year group, pupil assessment rules.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will be able to present the linguistic system of Slovak as a foreign language with an emphasis on the specifics of individual language subsystems, he/she will get to know the educational programmes according to the level of advancement and the field of study. The student will acquire knowledge and practical skills in various teaching methods with regard to the addressee, will learn about learning and acquisition styles of a foreign language, will be able to stimulate the development of receptive skills (reading, listening) and productive skills (speaking, writing) in pupils. They will be able to apply methods of developing phonetic competence and

practising the prosodic properties of Slovak, they will be able to recognise forms of practising and consolidating grammatical knowledge, developing lexical vocabulary and ways of explicating new lexis. The student will acquire the peculiarities of linguore, professional communication and access to the historical and cultural realities of Slovakia. The student will understand the importance of the teacher's pedagogical tact, professional competence, as well as intercultural sensitivity as an important part of the development of students' competences. They will be able to apply activation methods of accessing intercultural competence and the methodology of developing communicative skills with regard to the effectiveness of the acquisition of communicative competence. The student will be familiar with the content and structure of textbooks, grammars, manuals for the needs of teaching Slovak as a foreign language. Emphasis will be placed on the content and linguistic appropriateness of the teaching texts with regard to the target group of pupils and the didactic intention. The student will be able to adapt and create his/her own materials and exercises for each level of study, to check and evaluate the pupil's knowledge and skills at an appropriate level. The learner will be familiar with the Common European Framework of Reference for Languages as a basis for language learning and teaching and for the assessment of language competence. Learn the methodology for assessing and testing language proficiency and be able to describe the knowledge and skills of each language level. The student will learn the basic specifics of teaching Slovak as a foreign language in school to pupils from a foreign language background, will be able to work with a foreign pupil in a Slovak school, will learn some specifics of Slovak as a foreign language in a school with another language of instruction. The student will possess professional competences, which are designed to implement new knowledge about the specifics of the linguodidactic concept, which influence the didactic goal, the content of the curriculum and the choice of optimal teaching forms and methods. The student will be able to creatively apply the acquired knowledge in the analysis and use of didactic material, and will learn to use modern teaching methods, forms and means. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes. He/she will be able to use digital technologies in the teaching of didactics of Slovak for foreigners.

Recommended literature:

Compulsory readings:
PEKAROVIČOVÁ, J. 2020. Slovenčina ako cudzí jazyk: predmet aplikovanej lingvistiky. Bratislava: Stimul. 200 s. ISBN 978-80-8127-290-5. (selected chapters)
SEDLÁKOVÁ, M. a kol. 2021. Praktická didaktika slovenčiny ako cudzieho jazyka pre študentov slovakistiky. Košice: Univerzita Pavla Jozefa Šafárika v Košiciach. 193 s. ISBN 978-80-574-0012-7. (selected chapters)
Recommended readings:
BLAŽENCOVÁ, Ľ. 2023. Problematické aspekty vyučovania staršej slovenskej literatúry pre cudzincov. In: Slovenčina (nielen) ako cudzí jazyk v súvislostiach 3: zborník príspevkov venovaných výskumu a výučbe: 1. zväzok. Bratislava: Univerzita Komenského v Bratislave, s. 282 – 299. ISBN 978-80-223-5656-5.
KVAPIL, R. a kol. 2018. Slovenčina ako cudzí jazyk. Príručka pre učiteľov. Bratislava: Metodicko-
-pedagogické centrum v Bratislave. 65 s. ISBN 978-80-565-1440-5. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 15

A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0

Lecturers:

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOde001/22	**Course title:** Didactics of Slovak language
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 3 **per level/semester:** 39 **Form of the course:** on-site learning	
Type, volume, methods and workload of the student - additional information Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person) Student workload: 11 x 3 hours of direct teaching = 33 hours; 20 hours of continuous preparation for the topics of the individual sessions, including analysis of textbooks and educational standards; 17 hours of preparation for the implementation of the lesson and for the creation of a written preparation for it; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work. Teaching methods: lecture, inductive-generative interview, demonstration and analysis of concrete examples, problem solving, discussion, guided self-study, e-learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the class is required to pass the course. The student will be evaluated continuously on the basis of the implementation of a lesson focused on the assigned topic in a specific grade of primary/secondary school and the creation of a detailed written preparation for this lesson (50 points) and in the exam period in the form of a final test (50 points). The course is completed with a grade resulting from an interim review of learning outcomes during the instructional portion of that semester of study and a final review of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (delivery of the lesson and written preparation for the lesson: less than 30 points; final test: less than 24 points). The rating is awarded on a scale: A (100 – 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of the Slovak language in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can apply and adapt the knowledge from the didactics of the Slovak language and from individual linguistic disciplines in a methodologically correct,	

professional, effective and creative manner, as well as the requirements and information given in pedagogical documents in the preparation and implementation of lessons and in the creative and independent solution of individual tasks and assignments, also in a broader linguistic and didactic context, he excellently supports pupils in actively acquiring knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent, he has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of theoretical knowledge of the didactics of the Slovak language and of individual linguistic disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply and adapt the knowledge of the didactics of the Slovak language and of individual linguistic disciplines in a methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson as well as in the independent solution of individual tasks and assignments, also in the broader linguistic and didactic context, he supports the active acquisition of knowledge, skills and competences by pupils very well, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 – 77 %, good - normal reliable work): good performance: the student has a good command of theoretical knowledge of the didactics of the Slovak language and of individual linguistic disciplines to the required extent, he/she organises the presented facts appropriately, he/she can methodically apply and adapt knowledge from the didactics of the Slovak language and from individual linguistic disciplines correctly, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, well supports the pupils in the active acquisition of knowledge, skills and competences, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent, shows some deficiencies in the arrangement of facts, is able to apply the acquired knowledge satisfactorily in the preparation and implementation of the lesson as well as in the satisfactory solving of individual tasks and assignments, has an acceptable development of the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student knows the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent only at a minimal level and demonstrates deficiencies in the arrangement of facts, can apply the acquired knowledge only to a minimal extent in the preparation and implementation of the lesson, at a sufficient level solves the individual tasks and assignments, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments, cannot further self-educate himself/herself.

Learning outcomes:
The student has acquired theoretical knowledge of the didactics of the Slovak language, including professional terminology, knows the content and structure of pedagogical documents, as well as the content and structure of textbooks of the Slovak language for lower and upper secondary education. The student is able to search for necessary information in relevant sources, perceive it in mutual relations and contexts, critically evaluate it, integrate it and comprehensively use it together with the acquired theoretical knowledge of didactics and linguistics in planning, implementing,

analysing and evaluating teaching activities and in creating his/her own teaching materials and aids, resulting in the development of critical and creative thinking, as well as analytical, organisational, interpersonal and communication skills. The student is able to creatively and independently solve problem-solving tasks and assignments also in a broader linguistic and didactic context, and is able to communicate knowledge to professionals and lay audiences. The acquired knowledge and skills can be used and creatively applied in the school environment as a teacher of lower and upper secondary education.

Class syllabus:

1. Theory of Slovak language teaching as a borderline discipline. Slovak language as a teaching subject. Basic pedagogical documents.
2. Preparation of a teacher of Slovak language for teaching, textbooks of Slovak language, didactic aids, information resources.
3. Classification of teaching methods, their modernization. Use of motivational methods in the language component.
4. Use of expositary methods in the language component.
5. The use of fixation methods in the language component. Comprehensive linguistic analysis.
6. Use of diagnostic and classification methods in the language component.
7. Teaching of phonology and spelling - suggestions and practical examples of lessons, their analysis and evaluation.
8. Teaching the lexical subsystem - proposals and practical examples of lessons, their analysis and evaluation.
9. Teaching the morphological subsystem - suggestions and practical examples of lessons, their analysis and evaluation.
10. Teaching the syntactic subsystem - suggestions and practical examples of lessons, their analysis and evaluation.
11. Teaching of style - suggestions and practical examples of lessons, their analysis and evaluation.

Students will acquire knowledge of the didactics of the Slovak language, acquire professional terminology, learn the content and structure of pedagogical documents, especially the educational standards of Slovak language and literature for lower and upper secondary education (performance and content standards in the language component of the subject), as well as the content and structure of textbooks of the Slovak language for lower and upper secondary education. They will learn about different types of motivational, expository, fixation, diagnostic and classification methods, the possibilities of their modernisation and the specifics of their use in different teaching content in the language component of the subject Slovak language and literature. They will be able to apply the acquired theoretical knowledge together with the knowledge from individual linguistic disciplines in designing, implementing, analysing and critically evaluating the teaching of a specific teaching content in a specific year of primary/secondary school with regard to the fulfilment of the objectives and requirements set out in the relevant educational standard in Slovak language and literature. When planning a specific lesson, they will be able to set appropriate objectives and design the course of the lesson in such a way that the methods, organisational forms and activities used lead to their fulfilment, motivate pupils and enable them to actively acquire knowledge and acquire the necessary skills. They will be able to work effectively with the Slovak language textbook and other appropriate teaching aids in meeting the lesson objectives, while also acquiring the ability to create their own teaching materials and aids. They will learn how to transform scientific knowledge from individual linguistic disciplines and how to lead pupils methodologically correctly, professionally, efficiently and creatively to the development of concepts, definitions and rules, to create appropriate conditions for the active acquisition of knowledge, skills and competences and to develop not only subject-specific, but also key competences. Students will also strengthen and develop their communication skills, the ability to interpret facts correctly, to follow the principles of authorial

ethics, to be responsible for the quality of their work and to be actively responsible not only for their own education, but also for the education of others (pupils).

Recommended literature:

Compulsory readings:

BETÁKOVÁ, V. – TARCALOVÁ, Ž. 1984. Didaktika materinského jazyka. Bratislava: SPN. 313 s.

PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J. 2003. Učíme slovenčinu komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 222 s. ISBN 801000328X.

Recommended readings:

ELIAŠOVÁ, V. – KOČANOVÁ, M. – LACKO, I. Eds. 2007. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav. 136 s. ISBN 978-80-89225-35-4.

HORVÁTHOVÁ, Ľ. 2022. Hodnotenie a rozvíjanie vedomostí, zručností a nadania žiakov v kontexte pregraduálnej prípravy učiteľov slovenského jazyka a literatúry. Národné merania, predmetová olympiáda, recitačné súťaže, školský časopis a rozhlas [elektronický zdroj]. Bratislava: Univerzita Komenského v Bratislave. 65 s. ISBN 978-80-223-5360-1. (selected chapters)

LIPTÁKOVÁ, Ľ. a kolektív. 2011. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Alldata, v. o. s. 580 s. ISBN 978-80-555-0462-9. (selected chapters)

textbooks of Slovak language for lower and upper secondary education

Educational standards in Slovak language and literature for lower and upper secondary education

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 301

A	ABS	B	C	D	E	FX
35,22	0,0	27,57	21,26	11,3	3,99	0,66

Lecturers:

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde001/22	Didactics of Slovak language

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 20 hours of continuous preparation for the topics of the individual sessions, including analysis of textbooks and educational standards; 17 hours of preparation for the implementation of the lesson and for the creation of a written preparation for it; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generative interview, demonstration and analysis of concrete examples, problem solving, discussion, guided self-study, e-learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated continuously on the basis of the implementation of a lesson focused on the assigned topic in a specific grade of primary/secondary school and the creation of a detailed written preparation for this lesson (50 points) and in the exam period in the form of a final test (50 points).
The course is completed with a grade resulting from an interim review of learning outcomes during the instructional portion of that semester of study and a final review of learning outcomes (50/50). A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (delivery of the lesson and written preparation for the lesson: less than 30 points; final test: less than 24 points).
The rating is awarded on a scale:
A (100 – 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of the Slovak language in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can apply and adapt the knowledge from the didactics of the Slovak language and from individual linguistic disciplines in a methodologically correct,

professional, effective and creative manner, as well as the requirements and information given in pedagogical documents in the preparation and implementation of lessons and in the creative and independent solution of individual tasks and assignments, also in a broader linguistic and didactic context, he excellently supports pupils in actively acquiring knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent, he has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of theoretical knowledge of the didactics of the Slovak language and of individual linguistic disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply and adapt the knowledge of the didactics of the Slovak language and of individual linguistic disciplines in a methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson as well as in the independent solution of individual tasks and assignments, also in the broader linguistic and didactic context, he supports the active acquisition of knowledge, skills and competences by pupils very well, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 – 77 %, good - normal reliable work): good performance: the student has a good command of theoretical knowledge of the didactics of the Slovak language and of individual linguistic disciplines to the required extent, he/she organises the presented facts appropriately, he/she can methodically apply and adapt knowledge from the didactics of the Slovak language and from individual linguistic disciplines correctly, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, well supports the pupils in the active acquisition of knowledge, skills and competences, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent, shows some deficiencies in the arrangement of facts, is able to apply the acquired knowledge satisfactorily in the preparation and implementation of the lesson as well as in the satisfactory solving of individual tasks and assignments, has an acceptable development of the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student knows the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent only at a minimal level and demonstrates deficiencies in the arrangement of facts, can apply the acquired knowledge only to a minimal extent in the preparation and implementation of the lesson, at a sufficient level solves the individual tasks and assignments, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of the didactics of the Slovak language and of the individual linguistic disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments, cannot further self-educate himself/herself.

Learning outcomes:
The student has acquired theoretical knowledge of the didactics of the Slovak language, including professional terminology, knows the content and structure of pedagogical documents, as well as the content and structure of textbooks of the Slovak language for lower and upper secondary education. The student is able to search for necessary information in relevant sources, perceive it in mutual relations and contexts, critically evaluate it, integrate it and comprehensively use it together with the acquired theoretical knowledge of didactics and linguistics in planning, implementing,

analysing and evaluating teaching activities and in creating his/her own teaching materials and aids, resulting in the development of critical and creative thinking, as well as analytical, organisational, interpersonal and communication skills. The student is able to creatively and independently solve problem-solving tasks and assignments also in a broader linguistic and didactic context, and is able to communicate knowledge to professionals and lay audiences. The acquired knowledge and skills can be used and creatively applied in the school environment as a teacher of lower and upper secondary education.

Class syllabus:

1. Theory of Slovak language teaching as a borderline discipline. Slovak language as a teaching subject. Basic pedagogical documents.
2. Preparation of a teacher of Slovak language for teaching, textbooks of Slovak language, didactic aids, information resources.
3. Classification of teaching methods, their modernization. Use of motivational methods in the language component.
4. Use of expositary methods in the language component.
5. The use of fixation methods in the language component. Comprehensive linguistic analysis.
6. Use of diagnostic and classification methods in the language component.
7. Teaching of phonology and spelling - suggestions and practical examples of lessons, their analysis and evaluation.
8. Teaching the lexical subsystem - proposals and practical examples of lessons, their analysis and evaluation.
9. Teaching the morphological subsystem - suggestions and practical examples of lessons, their analysis and evaluation.
10. Teaching the syntactic subsystem - suggestions and practical examples of lessons, their analysis and evaluation.
11. Teaching of style - suggestions and practical examples of lessons, their analysis and evaluation.

Students will acquire knowledge of the didactics of the Slovak language, acquire professional terminology, learn the content and structure of pedagogical documents, especially the educational standards of Slovak language and literature for lower and upper secondary education (performance and content standards in the language component of the subject), as well as the content and structure of textbooks of the Slovak language for lower and upper secondary education. They will learn about different types of motivational, expository, fixation, diagnostic and classification methods, the possibilities of their modernisation and the specifics of their use in different teaching content in the language component of the subject Slovak language and literature. They will be able to apply the acquired theoretical knowledge together with the knowledge from individual linguistic disciplines in designing, implementing, analysing and critically evaluating the teaching of a specific teaching content in a specific year of primary/secondary school with regard to the fulfilment of the objectives and requirements set out in the relevant educational standard in Slovak language and literature. When planning a specific lesson, they will be able to set appropriate objectives and design the course of the lesson in such a way that the methods, organisational forms and activities used lead to their fulfilment, motivate pupils and enable them to actively acquire knowledge and acquire the necessary skills. They will be able to work effectively with the Slovak language textbook and other appropriate teaching aids in meeting the lesson objectives, while also acquiring the ability to create their own teaching materials and aids. They will learn how to transform scientific knowledge from individual linguistic disciplines and how to lead pupils methodologically correctly, professionally, efficiently and creatively to the development of concepts, definitions and rules, to create appropriate conditions for the active acquisition of knowledge, skills and competences and to develop not only subject-specific, but also key competences. Students will also strengthen and develop their communication skills, the ability to interpret facts correctly, to follow the principles of authorial

ethics, to be responsible for the quality of their work and to be actively responsible not only for their own education, but also for the education of others (pupils).

Recommended literature:

Compulsory readings:

BETÁKOVÁ, V. – TARCALOVÁ, Ž. 1984. Didaktika materinského jazyka. Bratislava: SPN. 313 s.

PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J. 2003. Učíme slovenčinu komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo. 222 s. ISBN 801000328X.

Recommended readings:

ELIAŠOVÁ, V. – KOČANOVÁ, M. – LACKO, I. Eds. 2007. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav. 136 s. ISBN 978-80-89225-35-4.

HORVÁTHOVÁ, Ľ. 2022. Hodnotenie a rozvíjanie vedomostí, zručností a nadania žiakov v kontexte pregraduálnej prípravy učiteľov slovenského jazyka a literatúry. Národné merania, predmetová olympiáda, recitačné súťaže, školský časopis a rozhlas [elektronický zdroj]. Bratislava: Univerzita Komenského v Bratislave. 65 s. ISBN 978-80-223-5360-1. (selected chapters)

LIPTÁKOVÁ, Ľ. a kolektív. 2011. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Alldata, v. o. s. 580 s. ISBN 978-80-555-0462-9. (selected chapters)

textbooks of Slovak language for lower and upper secondary education

Educational standards in Slovak language and literature for lower and upper secondary education

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 301

A	ABS	B	C	D	E	FX
35,22	0,0	27,57	21,26	11,3	3,99	0,66

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOšt009/16	**Course title:** Didactics of Slovak language and literature
Number of credits: 3	
Educational level: II.	

Course requirements:

Course completion requirements: The state examination (including the defence of the final thesis) is in accordance with the internal regulation No.1/2020 Study Regulations of the Faculty of Education of Comenius University, as well as with the internal regulation No.5/2021 Study Regulations of Comenius University.

A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination, and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination, and (c) without disciplinary proceedings being conducted against him/her.

At the master's degree level of study, 94 credits must be obtained for the study part of the study programme in the prescribed composition. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.

According to VP 23/2021 Internal Quality Assurance System for Higher Education of the Comenius University in Bratislava, Part Six, Article 56, paragraph 2, the student must demonstrate that he/she has acquired the knowledge and that he/she understands and can apply it. He/she is able to creatively solve problems also in broader contexts related to the given field of study, has developed learning skills, and possesses a high degree of independence and autonomy.

The rating is awarded on a scale:

A (excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of Slovak language and literature in the required scope, logically arranges the presented facts, can critically and independently evaluate the acquired knowledge in a convincing manner, can methodologically correctly, professionally, efficiently and creatively apply and adapt the knowledge from the didactics of Slovak language and literature and from individual linguistic and literary disciplines, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson as well as in the creative and independent solution of individual tasks and assignments also in the broader linguistic, literary and didactic context, he excellently supports the pupils in the active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent;

B (very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge, is able to apply and adapt the knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines in a methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson as well as in the independent solution of individual tasks and assignments, also in the broader linguistic, literary and didactic context, he supports very well the

active acquisition of knowledge, skills and competences by pupils, the linguistic and stylistic level of his speech is very good;
C (good - normal reliable work): good performance: the student has a good command of the theoretical knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines to the required extent, he/she organises the presented facts appropriately, he/she is able to methodically apply and adapt the knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines correctly, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, he supports the pupils' active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his speech is very good;
D (satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of the Slovak language and literature and of the individual linguistic and literary disciplines to the required extent, shows some deficiencies in the arrangement of facts, is able to apply the acquired knowledge satisfactorily in the preparation and implementation of the lesson and in the satisfactory solution of individual tasks and assignments, the linguistic and stylistic level of his/her speech is very good;
E (sufficient - the results meet the minimum criteria): sufficient performance: the student has only a minimum level of theoretical knowledge of the didactics of the Slovak language and literature and of the individual linguistic and literary disciplines and demonstrates deficiencies in the arrangement of facts; he/she can apply the acquired knowledge only to a minimum extent in the preparation and implementation of the lesson; he/she solves individual tasks and assignments to a sufficient level; the linguistic and stylistic level of his/her speech is good;
Fx (insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of the didactics of Slovak language and literature and of the individual linguistic and literary disciplines to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments.

Learning outcomes:

Learning outcomes are in accordance with the Long-term Plan of the Comenius University/Faculty of Education, the mission and strategic goals of the Comenius University/Faculty of Education, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study programme curriculum and other relevant documents. The student has acquired theoretical knowledge of didactics of Slovak language and literature, including professional terminology, knows the content and structure of pedagogical documents, as well as the content and structure of textbooks of Slovak language, literary education and literature for lower and upper secondary education. He/she is able to perceive the acquired knowledge in mutual relations and contexts, critically evaluate, integrate and comprehensively use it together with knowledge from individual linguistic and literary disciplines in planning, implementing and analysing teaching activities. The student possesses the professional competences that are necessary for transforming and implementing new knowledge from the field into the educational process.

Class syllabus:

Thematic headings
• Basic pedagogical documents. Content and performance educational standard of Slovak language and literature for lower and upper secondary education. Slovak language and literature as a teaching subject, intra-, inter- and inter-subject relations.

• Basic functions in the language and literature component. Application of partial and complex thought operations. Learning content and types of learning in the linguistic and literary component.
• Textbooks of Slovak language, literature education and literature for lower and upper secondary education and other didactic aids and information resources for teaching Slovak language and literature.
• Teaching methods in the language and literature component and their modernisation. Structure of classical and non-traditional lessons. The use of didactic games, creative writing and creative dramatics.
• Question classifications and their use in teaching Slovak language and literature in lower and upper secondary education.
• Pedagogical competences of a teacher of Slovak language and literature. Teacher's preparation for the lesson. Creativity and creative teaching.
• Types of analysis. Comprehensive language analysis.
• Approaches to the literary text in didactic communication. Creative and scholastic interpretation of literary text.
• Written essays, their preparation and evaluation. Rehearsal of oral speeches and their evaluation.
• Reception of the text. Reading, its types and stages. Development of active and discursive reading. Formation of a cultured and sophisticated reader.
Each topic will need to be specified in the design of the teaching activity. The student will comprehensively demonstrate knowledge, skills, and competencies on the state examination according to specific questions from the courses taken.

State exam syllabus:

Recommended literature:
The recommended study literature is listed in the information sheets of the respective courses.

Languages necessary to complete the course:
Slovak

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde003/22	Didactics of literature

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 22 hours of continuous preparation for individual lessons, including the preparation and presentation of partial assignments using modern teaching methods; 15 hours of preparation for the presentation of partial assignments using a predetermined teaching method at a specific stage of the lesson in team teaching; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generative interview, discussion, demonstration and analysis of concrete examples, work with text, problem-based tasks, small group work, guided self-study, e-learning

Number of credits: 4

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• in the mid-term assessment, the development and presentation of assignments using modern teaching methods (30 points) and the development and presentation of assignments using a predetermined teaching method at a specific stage of the lesson in a team-teaching setting (20 points);
• in the examination period, a final test (50 points). The test will assess the degree of mastery of theoretical knowledge and practical skills in the teaching of literature.
The course is completed with an assessment resulting from the continuous monitoring of the learning outcomes during the teaching part of the semester of study and in the examination period (50/50).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who achieves less than 60 % of the points for any component of the assessment (assignments using modern teaching methods: less than 18

points; assignments using a predetermined teaching method at a particular stage of the lesson: less than 12 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 – 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of literature in the required scope, logically arranges the presented facts flawlessly, is able to critically and independently evaluate the acquired knowledge convincingly, is able to apply, adapt and innovate the knowledge from the didactics of literature and from the individual literary disciplines at an excellent level and methodologically correct, professionally, efficiently and creatively, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the creative and independent solution of individual tasks and assignments also in the broader literary and didactic context, excellently supports the pupils in the active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent, he has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, logically arranges the facts presented with only minor errors, takes a partially critical attitude to the acquired knowledge, is able to apply, adapt and innovate the knowledge of the didactics of literature and of the individual literary disciplines in a reliable and methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in the pedagogical documents in the preparation and implementation of the lesson and in the creative and independent solution of individual tasks and assignments also in the broader literary and didactic context, supports very well the active acquisition of knowledge, skills and competences by the pupils, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good command of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, he/she arranges the facts presented appropriately and makes only occasional mistakes, he/she is able to apply and adapt knowledge from the didactics of literature and from the individual literary disciplines in a reliable and methodologically correct way, as well as the requirements and information given in the pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, well supports the pupils' active acquisition of knowledge, skills and competences, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working methods in the preparation and implementation of the lesson and in the satisfactory solution of individual tasks and assignments, has an acceptable development of the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student possesses the theoretical knowledge of didactics of literature and of individual literary disciplines to the required extent only at a minimal level and demonstrates significant deficiencies in the arrangement of facts, can apply the acquired knowledge and existing working procedures only to a minimal extent in the preparation and implementation of the lesson, solves individual tasks and assignments at a sufficient level, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of didactics of literature and of individual literary disciplines to the required extent, does not know the facts and their logical connections, cannot

apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments, cannot further self-educate himself/herself.

Learning outcomes:

The student demonstrates theoretical knowledge of didactics of literature, including professional terminology, knows the content and structure of pedagogical documents (educational standard of Slovak language and literature for lower and upper secondary education - performance and content standard in the literary component of the subject), the content and structure of textbooks of literary education for lower secondary education and textbooks of literature for upper secondary education, as well as the process of text reception, types of reading, approaches to literary text in didactic communication, school interpretation of an artistic text, prerequisites for the formation of literary culture and literary competence. The student has developed the ability to actively acquire information in relevant sources, to perceive them in mutual relations and contexts, to critically evaluate them, to integrate and comprehensively use them together with the acquired theoretical knowledge of didactics and the theory and history of literature in the preparation (planning), implementation, analysis and critical evaluation of a literature lesson, as well as in the creation of their own teaching materials and teaching aids. The acquired knowledge and skills can be used methodologically correctly, professionally, effectively, creatively and independently in working with literary text in school practice, with emphasis on intensifying aesthetic sensitivity towards literary text and taking into account the pupil's experiential and cognitive horizon, is able to transform and apply theoretical knowledge from individual literary disciplines in teaching, does not present pupils with ready-made knowledge, but creates appropriate conditions for active acquisition of knowledge, skills and competences and for developing not only subject-specific, but also key competences. The student is also able to actively search for new approaches to the text and is able to implement them in the work with literary text in teaching practice. The student is able to creatively and independently solve problem-solving tasks and assignments also in broader literary and didactic contexts; he/she can communicate facts, concepts and opinions, formulate and defend arguments, creatively and independently apply and interpret them; he/she has developed analytical thinking, creativity and the ability to think abstractly and critically, and to reason in context, as well as digital, organisational, interpersonal and communication skills. Can communicate knowledge to both professional and lay audiences. Can use and creatively apply acquired knowledge and skills in a school environment as a teacher of lower and upper secondary education.

Class syllabus:

1. Basic pedagogical documents, content and objectives of teaching literature and literature education in lower and upper secondary education, textbooks of literature and literature education, didactic aids, information resources and their role in the preparation of the teacher of Slovak language and literature for teaching.
2. Ontogenetic and psychosocial prerequisites for decoding the literary message. The process of text reception. Types of reading.
3. Approaches to the literary text in didactic communication, the importance of the interpretative approach in school literary education. Creative interpretation. School interpretation of an artistic text.
4. Formation of a cultured and cultivated reader.
5. Possibilities of developing pupil's literary competence. Practical examples of the analysis and interpretation of literary texts with emphasis on the development of literary competence of the pupil of lower and upper secondary education.
6. Classification and modernization of teaching methods in the literary component in lower and upper secondary education. The use of didactic play, creative writing, creative dramatics.

7. Use of visualisations and mental mapping, sound tools and project-based learning in the literary component in lower and upper secondary education.
8. Practical examples of the use of motivational methods in the literary component in lower and upper secondary education.
9. Practical demonstrations of the use of expositary methods in the literary component in lower and upper secondary education.
10. Practical demonstrations of the use of fixation methods in the literary component in lower and upper secondary education.
11. Practical demonstrations of the use of diagnostic and classification methods in the literary component in lower and upper secondary education.
The student will master the basic content and objectives of teaching literature education and literature in lower and upper secondary education, will understand the conceptual basis of integrated teaching of Slovak language and literature, will understand the importance of comprehensive development of pupil's competences in the context of transcurricular key competences. The student will learn about literature education and literature textbooks, didactic aids, information resources and their role in the preparation of the teacher of Slovak language and literature for the classroom. The student will become familiar with ontogenetic and psychosocial prerequisites for decoding a literary message, and will understand the process of internalisation and the process of reception of a text. The student will learn both the types of reading and the criteria for selecting an appropriate text for didactic interpretation, which he/she will be able to implement in school practice. The student will be able to explain the need for intensive aesthetic stimuli from age-appropriate literature in a variety of genres in the development of the process of reception of a text. The student will be familiar with the basic characteristics of the interpretive, informational and illustrative approaches and will be able to use them appropriately when working with different types of texts. The student will become aware of the importance of the interpretative approach in school literary education. It will be able to explain literary competence and the literary work as a source of aesthetic experience and literary-communicative activities at the same time. He/she will become familiar with the cognitive and non-cognitive prerequisites for the formation of literary culture, will become aware of the meaning of literature in the human world, the need for stimuli at the right time and in adequate intensity. It will be able to form simple definitions of literary terms and give age-appropriate examples. The student will be familiar with activating methods of introducing and fixing selected concepts. The student will be able to identify and correct the most frequent mistakes in working with text in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to perceive, experience, interpret and evaluate an artistic text and use the experience with an artistic text in his/her own individual (reception and production) activity. The acquired knowledge will be creatively applied to activities aimed at intensifying aesthetic sensitivity to the literary text, taking into account the student's experiential and cognitive horizons. He/she will be familiar with the methods of developing the pupil's literary competence and will be able to implement them. The student will be able to creatively apply methods that promote reading appetite (spontaneous childhood desire to read) and will be familiar with such projects. The student will be familiar with methods for developing a cultivated child reader (e.g. from the Reading Room project) and will be able to implement them in literary education and literature lessons. The student will consolidate creative work with a literary text through analysis and interpretation, with an emphasis on developing the literary competence of lower and upper secondary pupils, indicating the potential of tasks set before, during and after reading a text, as well as with regard to pro-social, linguistic, environmental and intercultural education through children's and young people's literature. The student will learn to apply, adapt, innovate and design innovative ways of working with literary texts in lower and upper secondary education, as well as to design, implement, analyse and critically evaluate the teaching of specific curricular content

with a view to meeting the objectives set out in the relevant educational standard, applying the theoretical and analytical-interpretive skills acquired. The student will learn to actively acquire information, consolidate and develop the ability to formulate and defend arguments, communication competences, the ability to interpret facts correctly, to observe the principles of author's ethics, to be responsible for the quality of his/her work, to plan and be actively responsible for his/her own education, as well as for the education of others (pupils), to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy, to use digital technologies in teaching.

Recommended literature:

Compulsory readings:

GERMUŠKOVÁ, M. a kol. 2013. Kapitoly z didaktiky slovenského jazyka a literatúry. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove. 159 s. ISBN 978-80-555-0903-3. (selected chapters)

Recommended readings:

HNÍK, O. 2014. Didaktika literatury: výzvy oboru. Od textů umělecké povahy k didaktice estetickovýchovného oboru. Praha: Karolinum. 180 s. ISBN 978-80-246-2626-0. (selected chapters)

LIPTÁKOVÁ, Ľ. a kol. 2011. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta. 580 s. ISBN 978-80-555-0462-9. (selected chapters)

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní. Banská Bystrica: Univerzita Mateja Bela v Banskej Bystrici. 121 s. ISBN 978-80-557-1052-5. (selected chapters)

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

ŠRANK, J. 2009. Nesamozrejmá poézia. Bratislava: Literárne informačné centrum. 239 s. ISBN 978-80-89222-73-0. (selected chapters)

VITÉZOVÁ, E. 2021. Moderné metódy vo vyučovaní literatúry I. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave. 102 s. ISBN 978-80-568-0423-0.

textbooks of literature education and of literature for lower and upper secondary education

Educational standards in Slovak language and literature for lower and upper secondary education

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

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 299

A	ABS	B	C	D	E	FX
74,25	0,0	19,06	5,35	1,0	0,0	0,33

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde003/22	Didactics of literature

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 3 hours per week lecture + seminar, total 33 hours per semester, combined form (primarily in-person)
Student workload: 11 x 3 hours of direct teaching = 33 hours; 22 hours of continuous preparation for individual lessons, including the preparation and presentation of partial assignments using modern teaching methods; 15 hours of preparation for the presentation of partial assignments using a predetermined teaching method at a specific stage of the lesson in team teaching; 50 hours of preparation for the final test in the examination period, including the study of the literature. A total of 120 hours of student work.
Teaching methods: lecture, inductive-generative interview, discussion, demonstration and analysis of concrete examples, work with text, problem-based tasks, small group work, guided self-study, e-learning

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• in the mid-term assessment, the development and presentation of assignments using modern teaching methods (30 points) and the development and presentation of assignments using a predetermined teaching method at a specific stage of the lesson in a team-teaching setting (20 points);
• in the examination period, a final test (50 points). The test will assess the degree of mastery of theoretical knowledge and practical skills in the teaching of literature.
The course is completed with an assessment resulting from the continuous monitoring of the learning outcomes during the teaching part of the semester of study and in the examination period (50/50).
To pass the course, a minimum of 60 % of the points must be obtained (at least 60 points). A final grade of A requires at least 93 points, a grade of B requires at least 85 points, a grade of C requires at least 77 points, a grade of D requires at least 69 points and a grade of E requires at least 60 points of the total points. Credit will not be awarded to a student who achieves less than 60 % of the points for any component of the assessment (assignments using modern teaching methods: less than 18

points; assignments using a predetermined teaching method at a particular stage of the lesson: less than 12 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 – 93 %, excellent - outstanding): excellent performance: The student has an excellent command of the theoretical knowledge of the didactics of literature in the required scope, logically arranges the presented facts flawlessly, is able to critically and independently evaluate the acquired knowledge convincingly, is able to apply, adapt and innovate the knowledge from the didactics of literature and from the individual literary disciplines at an excellent level and methodologically correct, professionally, efficiently and creatively, as well as the requirements and information given in pedagogical documents in the preparation and implementation of the lesson and in the creative and independent solution of individual tasks and assignments also in the broader literary and didactic context, excellently supports the pupils in the active acquisition of knowledge, skills and competences, the linguistic and stylistic level of his speech is excellent, he has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good command of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, logically arranges the facts presented with only minor errors, takes a partially critical attitude to the acquired knowledge, is able to apply, adapt and innovate the knowledge of the didactics of literature and of the individual literary disciplines in a reliable and methodologically correct, professional, effective and mostly creative way, as well as the requirements and information given in the pedagogical documents in the preparation and implementation of the lesson and in the creative and independent solution of individual tasks and assignments also in the broader literary and didactic context, supports very well the active acquisition of knowledge, skills and competences by the pupils, the linguistic and stylistic level of his speech is very good, he has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: The student has a good command of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, he/she arranges the facts presented appropriately and makes only occasional mistakes, he/she is able to apply and adapt knowledge from the didactics of literature and from the individual literary disciplines in a reliable and methodologically correct way, as well as the requirements and information given in the pedagogical documents in the preparation and implementation of the lesson and in the reliable solution of individual tasks and assignments, well supports the pupils' active acquisition of knowledge, skills and competences, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has a limited mastery of the theoretical knowledge of the didactics of literature and of the individual literary disciplines to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing working methods in the preparation and implementation of the lesson and in the satisfactory solution of individual tasks and assignments, has an acceptable development of the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student possesses the theoretical knowledge of didactics of literature and of individual literary disciplines to the required extent only at a minimal level and demonstrates significant deficiencies in the arrangement of facts, can apply the acquired knowledge and existing working procedures only to a minimal extent in the preparation and implementation of the lesson, solves individual tasks and assignments at a sufficient level, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work is required): insufficient performance: the student does not sufficiently master the theoretical knowledge of didactics of literature and of individual literary disciplines to the required extent, does not know the facts and their logical connections, cannot

apply the acquired knowledge in the preparation and implementation of the lesson, cannot solve individual tasks and assignments, cannot further self-educate himself/herself.

Learning outcomes:

The student demonstrates theoretical knowledge of didactics of literature, including professional terminology, knows the content and structure of pedagogical documents (educational standard of Slovak language and literature for lower and upper secondary education - performance and content standard in the literary component of the subject), the content and structure of textbooks of literary education for lower secondary education and textbooks of literature for upper secondary education, as well as the process of text reception, types of reading, approaches to literary text in didactic communication, school interpretation of an artistic text, prerequisites for the formation of literary culture and literary competence. The student has developed the ability to actively acquire information in relevant sources, to perceive them in mutual relations and contexts, to critically evaluate them, to integrate and comprehensively use them together with the acquired theoretical knowledge of didactics and the theory and history of literature in the preparation (planning), implementation, analysis and critical evaluation of a literature lesson, as well as in the creation of their own teaching materials and teaching aids. The acquired knowledge and skills can be used methodologically correctly, professionally, effectively, creatively and independently in working with literary text in school practice, with emphasis on intensifying aesthetic sensitivity towards literary text and taking into account the pupil's experiential and cognitive horizon, is able to transform and apply theoretical knowledge from individual literary disciplines in teaching, does not present pupils with ready-made knowledge, but creates appropriate conditions for active acquisition of knowledge, skills and competences and for developing not only subject-specific, but also key competences. The student is also able to actively search for new approaches to the text and is able to implement them in the work with literary text in teaching practice. The student is able to creatively and independently solve problem-solving tasks and assignments also in broader literary and didactic contexts; he/she can communicate facts, concepts and opinions, formulate and defend arguments, creatively and independently apply and interpret them; he/she has developed analytical thinking, creativity and the ability to think abstractly and critically, and to reason in context, as well as digital, organisational, interpersonal and communication skills. Can communicate knowledge to both professional and lay audiences. Can use and creatively apply acquired knowledge and skills in a school environment as a teacher of lower and upper secondary education.

Class syllabus:

1. Basic pedagogical documents, content and objectives of teaching literature and literature education in lower and upper secondary education, textbooks of literature and literature education, didactic aids, information resources and their role in the preparation of the teacher of Slovak language and literature for teaching.
2. Ontogenetic and psychosocial prerequisites for decoding the literary message. The process of text reception. Types of reading.
3. Approaches to the literary text in didactic communication, the importance of the interpretative approach in school literary education. Creative interpretation. School interpretation of an artistic text.
4. Formation of a cultured and cultivated reader.
5. Possibilities of developing pupil's literary competence. Practical examples of the analysis and interpretation of literary texts with emphasis on the development of literary competence of the pupil of lower and upper secondary education.
6. Classification and modernization of teaching methods in the literary component in lower and upper secondary education. The use of didactic play, creative writing, creative dramatics.

7. Use of visualisations and mental mapping, sound tools and project-based learning in the literary component in lower and upper secondary education.
8. Practical examples of the use of motivational methods in the literary component in lower and upper secondary education.
9. Practical demonstrations of the use of expositary methods in the literary component in lower and upper secondary education.
10. Practical demonstrations of the use of fixation methods in the literary component in lower and upper secondary education.
11. Practical demonstrations of the use of diagnostic and classification methods in the literary component in lower and upper secondary education.
The student will master the basic content and objectives of teaching literature education and literature in lower and upper secondary education, will understand the conceptual basis of integrated teaching of Slovak language and literature, will understand the importance of comprehensive development of pupil's competences in the context of transcurricular key competences. The student will learn about literature education and literature textbooks, didactic aids, information resources and their role in the preparation of the teacher of Slovak language and literature for the classroom. The student will become familiar with ontogenetic and psychosocial prerequisites for decoding a literary message, and will understand the process of internalisation and the process of reception of a text. The student will learn both the types of reading and the criteria for selecting an appropriate text for didactic interpretation, which he/she will be able to implement in school practice. The student will be able to explain the need for intensive aesthetic stimuli from age-appropriate literature in a variety of genres in the development of the process of reception of a text. The student will be familiar with the basic characteristics of the interpretive, informational and illustrative approaches and will be able to use them appropriately when working with different types of texts. The student will become aware of the importance of the interpretative approach in school literary education. It will be able to explain literary competence and the literary work as a source of aesthetic experience and literary-communicative activities at the same time. He/she will become familiar with the cognitive and non-cognitive prerequisites for the formation of literary culture, will become aware of the meaning of literature in the human world, the need for stimuli at the right time and in adequate intensity. It will be able to form simple definitions of literary terms and give age-appropriate examples. The student will be familiar with activating methods of introducing and fixing selected concepts. The student will be able to identify and correct the most frequent mistakes in working with text in school practice. The acquired knowledge will be used appropriately when working with selected textual material. The student will be able to perceive, experience, interpret and evaluate an artistic text and use the experience with an artistic text in his/her own individual (reception and production) activity. The acquired knowledge will be creatively applied to activities aimed at intensifying aesthetic sensitivity to the literary text, taking into account the student's experiential and cognitive horizons. He/she will be familiar with the methods of developing the pupil's literary competence and will be able to implement them. The student will be able to creatively apply methods that promote reading appetite (spontaneous childhood desire to read) and will be familiar with such projects. The student will be familiar with methods for developing a cultivated child reader (e.g. from the Reading Room project) and will be able to implement them in literary education and literature lessons. The student will consolidate creative work with a literary text through analysis and interpretation, with an emphasis on developing the literary competence of lower and upper secondary pupils, indicating the potential of tasks set before, during and after reading a text, as well as with regard to pro-social, linguistic, environmental and intercultural education through children's and young people's literature. The student will learn to apply, adapt, innovate and design innovative ways of working with literary texts in lower and upper secondary education, as well as to design, implement, analyse and critically evaluate the teaching of specific curricular content

with a view to meeting the objectives set out in the relevant educational standard, applying the theoretical and analytical-interpretive skills acquired. The student will learn to actively acquire information, consolidate and develop the ability to formulate and defend arguments, communication competences, the ability to interpret facts correctly, to observe the principles of author's ethics, to be responsible for the quality of his/her work, to plan and be actively responsible for his/her own education, as well as for the education of others (pupils), to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes in the spirit of democracy, to use digital technologies in teaching.

Recommended literature:

Compulsory readings:

GERMUŠKOVÁ, M. a kol. 2013. Kapitoly z didaktiky slovenského jazyka a literatúry. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove. 159 s. ISBN 978-80-555-0903-3. (selected chapters)

Recommended readings:

HNÍK, O. 2014. Didaktika literatury: výzvy oboru. Od textů umělecké povahy k didaktice estetickovýchovného oboru. Praha: Karolinum. 180 s. ISBN 978-80-246-2626-0. (selected chapters)

LIPTÁKOVÁ, Ľ. a kol. 2011. Integrovaná didaktika slovenského jazyka a literatúry pre primárne vzdelávanie. Prešov: Prešovská univerzita v Prešove, Pedagogická fakulta. 580 s. ISBN 978-80-555-0462-9. (selected chapters)

PRŠOVÁ, E. 2015. Literárny text v komunikačno-zážitkovom vyučovaní. Banská Bystrica: Univerzita Mateja Bela v Banskej Bystrici. 121 s. ISBN 978-80-557-1052-5. (selected chapters)

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

ŠRANK, J. 2009. Nesamozrejmá poézia. Bratislava: Literárne informačné centrum. 239 s. ISBN 978-80-89222-73-0. (selected chapters)

VITÉZOVÁ, E. 2021. Moderné metódy vo vyučovaní literatúry I. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave. 102 s. ISBN 978-80-568-0423-0.

textbooks of literature education and of literature for lower and upper secondary education

Educational standards in Slovak language and literature for lower and upper secondary education

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

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution

Total number of evaluated students: 299

A	ABS	B	C	D	E	FX
74,25	0,0	19,06	5,35	1,0	0,0	0,33

Lecturers: Mgr. Eva Faithová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDšt007/22	**Course title:** Didactics of pedagogical disciplines
Number of credits: 3	
Educational level: II.	

Course requirements:

Prerequisites:

The State Examination in Didactics of Pedagogical Disciplines, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Education of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of Charles University.

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

The student receives 3 credits for the successful completion of the state examination in didactics of pedagogical disciplines.

Rating

According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular by demonstrating the ability to integrate knowledge, the level of competences and competencies set out in the profile of the graduate.

The overall answer evaluation is a synthesis of the evaluation of answers from the individual components of the state examination and reflects the overall level of student's insight in the field, the ability to synthesize and correlate knowledge, critically analyze information, apply theoretical knowledge, reveal the causes of problems and propose solutions. The level of knowledge, skills and competences relevant to the area specified in the relevant questions is assessed.

The rating shall be awarded on a scale of :

A (excellent - excellent results),

B (very good - above average standard),

C (good - normal reliable work),

D (satisfactory - acceptable results),

E (sufficient - the results meet the minimum criteria),

Fx (understatement).

A student is graded FX if he/she has only met the grade requirements at a level less than 60% of the total highest possible level of completion of the requirements for the state examination.

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

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

Learning outcomes:

Learning outcomes:
Learning outcomes are in accordance with the Long-term Plan of the Charles University/PdF, the mission and strategic goals of the Charles University/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study programme curriculum and other relevant documents.
The aim of the state examination is to verify the students' competence to solve specific didactic tasks in the subject of pedagogy and teaching of pedagogical disciplines. Students will demonstrate the following skills and competences:
- to apply the knowledge and theories of general didactics in the didactics of pedagogy and pedagogical disciplines,
- characterize and define basic didactic concepts with a focus on the specificities of teaching pedagogical disciplines in higher secondary education,
- design and prepare a lesson on pedagogy in accordance with didactic principles and the requirements of the relevant pedagogical documentation for individual types of schools,
- characterize, apply, and evaluate didactic methods of teaching pedagogy, know the advantages and pitfalls of their specific application for different target groups,
- To propose adequate methods of assessing student performance in the subject of pedagogy,
- based on the analysis of intrasubject relationships of pedagogical disciplines and knowledge of requirements and standards for individual types of secondary schools, can design the content and elaborate didactic analysis of the subject pedagogy for different target groups,
- based on reflection of pedagogical practice in the subject of pedagogy, can document selected problems in the field of lesson preparation, selection of teaching methods and didactic analysis of the curriculum.

Class syllabus:

Brief outline of the course:
Theory of teaching pedagogical disciplines:

1. Definition of the term's didactics, subject didactics, theory of teaching pedagogy.
2. The relation of disciplinary and subject didactics to general didactics. Teaching process as a system, system-forming elements of the teaching process and their mutual systemic conditioning.
3. Learning Objectives. Taxonomy of objectives. The concretization of objectives in the teaching of pedagogical disciplines. The position of objectives as a determining element for other system-forming elements in teaching.
4. Teaching content. The concept of curriculum. Types of curriculums. School reform in the Slovak Republic, including content reform. New trends in teaching content. School documents. Content of teaching pedagogical disciplines in secondary schools.
5. Designing the instructional design of pedagogical disciplines and its determinants in terms of the basic paradigms (discourses) in pedagogy (transmissive, constructivist, social constructivist). Long-term and short-term teacher preparation for teaching pedagogical disciplines.
6. Teaching methods, their classification, and their application in teaching pedagogical disciplines from the perspective of basic pedagogical paradigms. Determinants of their optimal selection.
7. Organizational forms of teaching, their classification, and their application in teaching pedagogical disciplines from the perspective of basic pedagogical paradigms. Determinants of their optimal selection.
8. Material didactic means, their classification, and their application in the teaching of pedagogical disciplines from the perspective of basic pedagogical paradigms. Determinants of their optimal selection.
9. Interactive teaching methods and their application in teaching pedagogical disciplines from the perspective of basic pedagogical paradigms (discourses: transmission versus (re)construction of knowledge in teaching). Teaching lesson as a basic organizational form in secondary schools in relation to interactive teaching methods.
10. Selected teaching concepts (e.g., problem-based, project-based, cooperative learning, experiential pedagogy, etc.) and their application in the teaching of pedagogical disciplines.
11. Lesson design:
12. Written preparation of a lesson project (from specific pedagogical disciplines and according to current pedagogical documents valid for teaching in secondary schools where pedagogical disciplines are taught).
13. Presentation and defence of the prepared lesson project.

State exam syllabus:

Recommended literature:

Reference sources:

Recommended reading:

ALIŠOVÁ, A., SINGULE, F., VALENTA, J. 1990. Didaktika pedagogiky. Praha: FF UK, SPN, 1990. ISBN 80-7066-105-4.
BERTRAND, Y. 1998. Soudobé teorie vzdělávání. Praha: Portál, 1998. ISBN 80-7178-216-5.
ČAPEK, R. 2015. Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha. Grada, 2015. 624s. ISBN 978-80-247-3450-7
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. 2006. Úvod do pedagogiky.
KALHOUS, Z., OBST, O., 2002. Školní didaktika. Praha: Portál, 2002. ISBN 80-7178-253-X.
KASÍKOVÁ, H. 2010. Učíme (se) spolupráci spoluprací (2. rozšírené vydanie). Praha: Aisis, 2010. ISBN 978-80-90407-16-9.
KOSTRUB, D. 2008. Dieťa/žiak/študent – učivo – učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus, 2008. ISBN 978-80-89055-87-6.
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. 2017. Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0.

KRATOCHVÍLOVÁ, J. 2006. Teorie a praxe projektové výuky. 1. vydání. Brno: Masarykova univerzita, 2006. ISBN 978-80-210-4142-2.
KYRIACOU, CH. 2012. Klíčové dovednosti učitele: cesta k lepšímu vyučování. Praha: Portál, 2012. ISBN 978-80-26200-52-9.
MAŇÁK, J., ŠVEC, V. 2003. Výukové metody. Brno: Paido, 2003. ISBN 80-7315-039-5.
OBDRŽÁLEK, Z. a kol., 2003. Didaktika pre študentov učiteľstva ZŠ. Bratislava. Univerzita Komenského, 2003. ISBN 80-223-1772-1.
Odborná časopisecká literatúra: Pedagogika, Pedagogická revue www.casopispedagogika.sk, Paidagogos, Didaktika, Pán učiteľ, Pedagogické rozhľady, Technológia vzdelávania atď.
PASCH a kol. 2005. Od vzdělávacího programu k vyučovací hodině. Praha: Portál, 2005. ISBN 80 7367-054-2.
PETLÁK, E. 2004. Všeobecná didaktika. Bratislava : Iris, 2004. ISBN 80-89018-64-5.
PETTY, G. 2013. Moderní vyučování. Praha: Portál, 2013. ISBN 978-80-26203-67-4.
SITNÁ, D. 2013. Metody aktivního vyučování: Spolupráce žáků v skupinách. Praha: Portál.
SKALKOVÁ, J., 2007. Obecná didaktika. Praha: GRADA, 2007. ISBN 80-24718-21-7.
ŠAUEROVÁ, M. (Ed.) 2013. Zážitková pedagogika a možnosti jejího využití při práci s vybranými cílovými skupinami. Sborník. Kolektivní monografie. Praha: Vysoká škola tělesné výchovy a sportu Palestra, 2013. ISBN (online verzia) 978-80-87723-08-1. Dostupné on-line: http://www.palestra.cz/zp/sbornik.pdf.
ŠKODA, J., DOULÍK, P. 2011. Psychodidaktika. Metody efektivního a smysluplného učení a vyučování. Praha: Grada, 2011.
Školské vzdelávacie programy, pedagogické dokumenty platné v súčasnom období pre Pedagogické a sociálne akadémie a Konzervatóriá.Štátne vzdelávacie programy, vzdelávacie štandardy (dostupné na www.statpedu.sk a
www.siov.sk), , učebnice pedagogiky pre stredné školy.
ŠTURMA, J. 1993. Didaktika pedagogiky. Hradec Králové : Gaudeamus 1993. ISBN
TÓBLOVÁ, E. 2019. Aktivizujúce vyučovacie metódy. Bratislava: Univerzita Komenského, 2019. ISBN 978-80-223-4817-1
TÓTHOVÁ, R. 2013. Implementácia kurikula do vyučovacieho procesu. Bratislava: Z-F Lingua,2013. ISBN 978-80-89328-93-2.
TUREK, I. 2010. Didaktika. Bratislava: Iura Edition, 2010. ISBN 978-80-807-83-228.
WALTEROVÁ, E. 1994. Kurikulum: Proměny a trendy v mezinárodní perspektivě. Brno: Masarykova univerzita, 1994. ISBN 80-210-0846-6.
Zákon č. 245/ 2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:
slovak and czech

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde005/22	Didactics of pedagogy

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

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50. During the semester, students must produce 2 interim term papers of 25 points each (as assigned by the instructor):
1. Designing a teaching unit/Preparation for teaching a selected topic (in the context of teaching pedagogical subjects at secondary school).
2. Preparation and creation of didactic means-teaching aids in connection with the design of the teaching unit.
As part of the final assessment, students will complete an oral defence of their preparation for teaching/microlearning (50 points). In total, students may earn a maximum of 100 points. Passing the course is subject to obtaining at least 60% of the maximum possible grade for the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course is to prepare students for teaching pedagogical subjects in secondary schools. The course focuses on the methodology of preparation (both long and short-term) and implementation of teaching pedagogical subjects in secondary schools. Emphasis is placed on students' active engagement with current state and school curricula of secondary schools where pedagogical subjects are taught. The course also focuses on the application of new trends in the teaching of pedagogy in the respective high schools. Students will master theoretically and practically both the methodology of preparation and the methodology of implementation of the teaching of pedagogical subjects and will become familiar with the new trends in the teaching of pedagogy in the relevant secondary schools. The course will also include student micro-performances.
Transferable competences: students can communicate their conclusions, think critically and think in context by analysing, completing and discussing interim and final assignments.

Class syllabus:
Brief outline of the course:
1. Definition of basic terms: theories of teaching pedagogy/didactics of pedagogy as a scientific discipline.
2. Long-term and short-term teacher preparation for teaching pedagogical subjects.
3. Objectives of teaching pedagogical subjects.
4. National curricula for secondary schools/framework curricula/educational standards and other pedagogical documents.
5. School education programmes of selected secondary schools teaching pedagogical subjects - specific fields of study/graduate profile.
6. Contemporary teaching paradigms and new trends in the teaching of pedagogical subjects.
7. Didactic principles in the teaching of pedagogical subjects.
8. Preferred educational methods in teaching pedagogical disciplines and their determination by the content and objectives of teaching.

9. Organisational forms of teaching (lessons: typology, excursions, pedagogical practice - its functions, types...).
10. The use of material didactic means (teaching aids, didactic technology) in the teaching of pedagogical subjects. Possibilities of using textbooks, professional pedagogical literature and journals (pedagogical periodicals).
11. Screening and assessment of student performance in pedagogical subjects. Assessment and evaluation of students' achievement of knowledge and competences.
12. The personality of the teacher of pedagogy. Self-reflection and self-evaluation of the teacher, its application in the preparation of future teachers.

Recommended literature:

Reference sources:
Required reading:
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. 2017. Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0
Recommended reading:
ČAPEK, R. 2015. Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha. Grada, 2015. 624s. ISBN 978-80-247-3450-7
KOSTRUB, D. 2008. Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský
OBDRŽÁLEK, Z. a kol. 2003. Didaktika pre študentov učiteľstva ZŠ. Bratislava : Univerzita Komenského, 2003. ISBN 80-223-1772-1
PETLÁK, E. 2016. Všeobecná didaktika. Bratislava: IRIS, 2016. ISBN: 978-80-8153-064-7
ŠTURMA, J. Didaktika pedagogiky. Hradec Králové . Gaudeamus, 1993. ISBN 978-80-704-1228-2
TÓBLOVÁ, E. 2019. Aktivizujúce vyučovacie metódy. Bratislava : Univerzita Komenského, 2019. ISBN 978-80-223-4817-1
trojuholník? Prešov: ROKUS. ISBN 978-80-89055-87-6.
TUREK,I. 2014. Didaktika. Bratislava : Wolters Kluwer, 2014, ISBN 978-80-8168-004-5
ZORMANOVÁ, L. 2014. Obecná didaktika. Grada. Praha. ISBN 978-80-247-4590-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 77

A	ABS	B	C	D	E	FX
55,84	0,0	29,87	14,29	0,0	0,0	0,0

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., Mgr. Štefánia Ferková, PhD., Ing. Mgr. Jozef Strakoš, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde023/22	Disorders of child development, learning and behaviour

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites:
100% of the continuous assessment, the course is completed by assessment.
During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks.
For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention.
A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature.
A grade of C means that the students performed well during the semester, their theoretical knowledge of the subject is at a good level, but their ability to apply this knowledge, critically evaluate and compare individual literary sources and psychological knowledge is lacking.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to the subject of education and greater problems

in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.
A grade of E means that students fail more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, and fail to think critically, but have mastered most of the theoretical knowledge in the course.

Learning outcomes:
The goal is to familiarize students with the basic classification and manifestations of developmental, behavioral, and learning disorders in childhood and their impact on a child's school functioning. Students will gain a basic understanding of the most General developmental disorders, behavioral and learning disorders occurring primarily in the school-aged child. The ability to navigate the subject matter is essential for future subject specialty teachers at the lower and upper secondary levels, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also acquire sufficient competence to work with other professionals involved in dealing with developmental, learning and behavioural disorders. It is anticipated that teachers will be confronted with an increasing number of different images of developmental disorders in the years to come, and it is therefore essential to acquire not only the knowledge but also the competences for possible cooperation. Students are familiarised with the issue of normality in child psychology, with the risks of developmental disorders and with international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship requires not only empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as a neurologist, psychologist, speech and language therapist and paediatrician.

Class syllabus:
Brief outline of the course:
1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders.
2. Etiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.
3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disorders, etiology, classification, possibilities and limitations of intervention.
4. Enuresis, encopresis, tics - psychogenic conditioned disorders in the somatic area. Manifestations, forms, possibilities of intervention.
5. Primary psychogenic communication disorders - barking and mutism /definition, classification, possibilities of intervention/.
6.Pervasive developmental disorders or autism spectrum disorders / autism, Asperger's syndrome, Rett's syndrome, etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - etiology, clinical picture. Developmental disorder of motor functions.
8. Mild brain dysfunction, present - hyperkinetic syndrome or ADHD
The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.
11.Behavioural disorders, classification, manifestations and intervention options

Recommended literature:

VÁGNEROVÁ, M. (2014). Současná psychopatologie pro pomáhající profese. Praha: Portál, 816 s., ISBN 9788026206965
VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s .r. o. ISBN 9788089322244

Recommended reading:

BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5
BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483-9BRUNCLÍKOVÁ, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórie a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Bratislava: Iris. s. 461-469. ISBN 978-80-89726-28-8
GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7
GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96.Bratislava: Univerzita Komenského. ISNB 978-80-223-4862-1
POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3
PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing.
ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529

periodicals and scientific databases:
PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

Languages necessary to complete the course:
slovak and czech

Notes:
subject with psychological focus, in the study plan marked *)

Past grade distribution
Total number of evaluated students: 488

A	ABS	B	C	D	E	FX
77,05	0,0	12,91	5,12	1,64	0,82	2,46

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde023/22	Disorders of child development, learning and behaviour

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites:
100% of the continuous assessment, the course is completed by assessment.
During the semester, students will prepare a seminar paper (max. 30 points), present the seminar paper (max. 10 points) and pass an intermediate didactic test (max. 60 points). The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the extent of knowledge acquired. The test and the seminar paper are designed to verify the learning outcomes.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points from all partial tasks.
For an A grade, students need to perform excellently throughout the semester and be capable of independent study. Students are able to navigate through a variety of literature sources, are able to select relevant sources for their studies, are able to navigate the issues of childhood developmental, learning and behavioural disorders, i.e. have basic information on their aetiopathogenesis, epidemiology, diagnosis and differential diagnosis, as well as on possible forms of intervention.
A grade of B means that students performed above average throughout the semester, were able to study independently, are proficient in basic information related to childhood developmental disorders, behavioral and learning disorders, and are able to navigate the literature.
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in independent implementation work, they are unable to critically analyze information and have problems applying knowledge to practice.
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Learning outcomes:
The goal is to familiarize students with the basic classification and manifestations of developmental, behavioral, and learning disorders in childhood and their impact on a child's school functioning. Students will gain a basic understanding of the most General developmental disorders, behavioral and learning disorders occurring primarily in the school-aged child. The ability to navigate the subject matter is essential for future subject specialty teachers at the lower and upper secondary levels, especially in the context of pro-inclusive school policies. They will not only acquire theoretical knowledge, but will also acquire sufficient competence to work with other professionals involved in dealing with developmental, learning and behavioural disorders. It is anticipated that teachers will be confronted with an increasing number of different images of developmental disorders in the years to come, and it is therefore essential to acquire not only the knowledge but also the competences for possible cooperation. Students are familiarised with the issue of normality in child psychology, with the risks of developmental disorders and with international classifications, which will enable them to better understand the origins and manifestations of individual disorders. A good understanding of the subject is a prerequisite for an individualised teacher-pupil relationship with a developmental, learning and behavioural disorder. Such a relationship requires not only empathy, but must also be underpinned by acquired skills. An important goal is to prepare students to participate in the implementation of individual education plans for children with developmental, learning and behavioural disabilities. Most children with developmental, learning and behavioural disorders (with few exceptions) are pupils in mainstream primary schools and it is therefore important that students are able to work competently with the inclusion team, but also with specialists in other fields such as a neurologist, psychologist, speech and language therapist and paediatrician.

Class syllabus:
Brief outline of the course:
1. Introduction to developmental disorders /definition of developmental disorders, precursors of developmental disorders, classification of developmental disorders.
2. Etiology of developmental disorders /pathogenic factors and the complexity of their action, risks in the pre-, peri- and post-natal period, early diagnosis, intervention, stimulation, deprivation/.
3. Psychomotor retardation /general developmental delay/ and mental retardation /intellectual disorders, etiology, classification, possibilities and limitations of intervention.
4. Enuresis, encopresis, tics - psychogenic conditioned disorders in the somatic area. Manifestations, forms, possibilities of intervention.
5. Primary psychogenic communication disorders - barking and mutism /definition, classification, possibilities of intervention/.
6.Pervasive developmental disorders or autism spectrum disorders / autism, Asperger's syndrome, Rett's syndrome, etiology, clinical picture, organization of care.
7. The problem of organicity in child psychology. Cerebral palsy - etiology, clinical picture. Developmental disorder of motor functions.
8. Mild brain dysfunction, present - hyperkinetic syndrome or ADHD
The most significant factors in working with children with ADHD, ADD.
9. Specific learning disabilities - diagnosis and differential diagnosis, remedial programmes in work with children with specific learning disabilities.

10. Emotional disorders in childhood - anxiety disorders and depression in childhood and adolescence.
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Recommended literature:

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VÁRYOVÁ, B., ANDREÁNSKA, V. (2016). Vývinové poruchy. In: HERETIK, A. sr., HERETIK, A. jr. (ed.), Klinická psychológia, 2. prepracované a rozšírené vydanie. s. 415-459. Psychoprof, s .r. o. ISBN 9788089322244

Recommended reading:

BRUNCLÍKOVÁ, Z. (2020). Inkluzívne vzdelávanie z pohľadu učiteľov. In Tolerancia inakosti ako priorita (nielen) sociálnej pedagogiky. Univerzita Komenského. s 6-13. ISBN 978-80-223-4976-5
BRUNCLÍKOVÁ, Z., ANDREÁNSKA, V. (2013). Problematika dyslexie vo vyučovaní cudzích jazykov. In Psychológia (v) škole (elektronický zdroj). Univerzita Komenského. s. 171-177, ISBN 978-80-223-3483-9BRUNCLÍKOVÁ, Z. (2014). Šikana v integrovanej triede základnej školy. In Inovácie v teórie a praxi výchovnej a komplexnej rehabilitácie osôb so zdravotným postihnutím. Bratislava: Iris. s. 461-469. ISBN 978-80-89726-28-8
GLASOVÁ, M., HARVANOVÁ, S., VANCU, E. (2021). Emocionálna regulácia a vzťahová väzba. In: GLASOVÁ, M., HARVANOVÁ, S., VANCU E., Multimodalita vývinu emocionálnej regulácie u adolescentov. 1. vyd., s. 26-32. Bratislava: Univerzita Komenského. ISBN 978-80-223-5131-7
GLASOVÁ, M., GROMA, M. (2019). Psychologické posudzovanie bariér a facilitátorov aktivity a participácie detí a adolescentov so zdravotným postihnutím v kontexte inklúzie. In Groma, M. a kolektív, Aktivita a participácia detí so zdravotným postihnutím v kontexte integrovaného/inkluzívneho vzdelávania. 1. vyd., s. 57-96.Bratislava: Univerzita Komenského. ISNB 978-80-223-4862-1
POKORNÁ, V. (2015). Teorie a náprava vývojových poruch učení a chování. 3. rozšírené vydanie. Praha: Portál. 339 s. ISBN 978-80-7367-817-3
PUGNEROVÁ, M., KVITOVÁ, J. (2016). Přehled poruch psychického vývinu. Praha: Grada Publishing.
ŘÍČAN, P., KREJČÍŘOVÁ, D. a kol. (2006). Dětská klinická psychologie. 4., přepracované a doplněné vydání. Praha: Grada Publishing. 269 s. ISBN 978-80-2475-4529

periodicals and scientific databases:
PsycInfo (APA); Psychológia a patopsychológia dieťaťa, Československá psychologie and others

Languages necessary to complete the course:
slovak and czech

Notes:
subject with psychological focus, in the study plan marked *)

Past grade distribution
Total number of evaluated students: 488

A	ABS	B	C	D	E	FX
77,05	0,0	12,91	5,12	1,64	0,82	2,46

Lecturers: Mgr. Zuzana Štefanec, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde001/22	Educational diagnostics and evaluation

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

Number of credits: 3

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Weighting of interim and final assessment: 50/50 - the course is completed by examination.
During the semester there will be three colloquial midterm evaluations of 10 points each and four midterm assignments of 5b will be worked on. The final exam will be graded 50pts.
Credit will not be awarded to a student who receives less than 5 points on any of the three interim assessments and fails to submit all processed distance assignments for at least a 3b. A minimum of 60% of the course grade is required for successful completion of the course.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.

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

Learning outcomes:

Learning objectives and outcomes:
- The graduate of the course can react originally, flexibly and fluently to situations that may arise in the teaching process. He/she is able to realistically set the goals and processes of pedagogical diagnosis, while being able to adapt them on the basis of reflection to the educational needs of the pupils.
- It takes a comprehensive approach to pedagogical diagnostics, using both the process of analysis and synthesis in the search for solutions. It uses thinking strategies based on critical appraisal in its decision-making, which relies on facts and clearly formulated information from reliable sources of information.
- He/she is aware of his/her own responsibility and the social and ethical impact of his/her decisions in the process of pedagogical diagnostics. Can make decisions with incomplete information and in the new situations that the teaching process and the current times bring. Is aware of the interdisciplinary scope of pedagogical diagnostics not only in relation to teaching but also in relation to the current needs of society.
- The graduate is able to carry out his/her own microanalysis - reflection of the lesson and take the necessary decisions related to it. He/she is able to carry out action research in the context of teaching.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. He/she can analyse the problem and synthesise new solutions. Actively and flexibly brings new solutions to the assigned task. Can formulate clear conclusions and justifications that can be presented to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.

Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective skills, self-reflection and the perception of self-responsibility with personal decisions.

Class syllabus:

Brief outline of the course:
1. Introduction to educational diagnostics:
- Understanding the purpose and goals of pedagogical diagnosis in the context of effective teaching.
- Opportunities for self-discovery and the importance of teacher self-reflection.
- Basic mind-sets (fixed and growth-oriented) in the context of controlling versus autonomous teaching.
- Pedagogical diagnosis in critical motivational moments of the teaching process.
2. The diagnostic process:
- Diagnostic cycle

- Stages of diagnosis
- Edumetric vs. casuistic approach
- Implicit and explicit diagnosis
- Individual, group diagnosis and diagnosis in relation to the norm.
- Principles of effective pedagogical diagnostics
- Grades, verbal evaluation and feedback
3. Three units in one: the personality of the pupil in pedagogical diagnostics.
- Perception of the personality of the pupil through three interrelated parts: cognitive, affective and (volitional) behavioural.
- Cognitive domain: differentiation of cognitive functions and processes, metacognition and executive functions. Working with the possible contents and contexts of the concepts: knowledge, ability, skill, competence and competence.
- Affective domain: differentiation of affective functions and processes in experiencing (differentiation of emotions and feelings). Working with possible contents and contexts of concepts: attitudes, values, motivational factors.
- Conative area: manifestations of experiencing and thinking in the pupil's behaviour, volitional processes. Work with possible contents and contexts of the concepts: relationship, action, behaviour, group dynamics.
4. Pedagogical diagnostics and the cognitive area of the pupil's personality.
- Overview of basic methods and forms of diagnosis of knowledge and skills.
- Principles of didactic test construction (written versus didactic test and adaptive didactic test).
- Verbal rehearsal versus diagnostic presentation skills.
- Effective feedback versus verbal evaluation.
- Pupil self-assessment
- A global and analytical approach to diagnosis in the cognitive domain.
5. Pedagogical diagnostics and the affective area of the pupil's personality.
- An overview of basic methods and forms of diagnosing student attitudes, values and motivators in school.
- Possibilities of diagnosing attitudinal and value preferences.
- Methods of recognizing the motivating factors (interests, passions, internal goal setting) of the learner.
- Diagnosis of the pupil's learning needs (individual learning preferences).
6. Pedagogical diagnosis and pupil behaviour.
- An overview of basic methods and forms of diagnosing relationships and group dynamics in the classroom.
- Every student-human being has his/her own reasons why he/she behaves the way he/she does (subconscious or conscious)
- Setting and assessing the motivational potential of the activity/task.
- Setting and assessing pupil engagement in relationships with the teacher and in relationships with classmates.
- Working with conflict in the classroom (teacher as a conflict actor and as a facilitator).
- Group dynamics of the classroom and its atmosphere, climate and environment.
7. Thinking strategies and key communication skills of the teacher.
- Rules for effective individual and group observation
- Rules for effective (facilitative) individual and group conversation with pupils.
- Principles of effective conversation with the parent(s) of the pupil.
- Basic teacher thinking strategies needed for effective observation and interviewing.
Colloquial midterm assessment and distance assignments: the student will develop four midterm assignments during the semester (e.g., microanalysis of four different events (video) from the

lesson, didactic test model). They present and discuss their interim assignment in a small group (3-4 students), followed by a class discussion across groups (colloquial interim assessment).
Final evaluation: after each lecture and seminar (including the colloquial mid-term evaluation) the student will make a short reflection (what I found interesting, what I learned, what hindered me, what I need to convey differently) in a simple portfolio. The final assessment is done individually through a short conversation between the teacher and the student, focusing on the student's entries in the portfolio. The student's final evaluation is the result of the student's self-evaluation and feedback from the instructor.

Recommended literature:

Recommended reading:
Compulsory reading:
GAVORA, P. (2010). Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma. 216s. ISBN 978-80-89132-91-1
KURUC, M. (2013). Poruchy správania u detí a adolescentov a ich pedagogická diagnostika. Bratislava: Univerzita Komenského v Bratislave. 65s. CD-Rom. ISBN 978-80-223-3512-6
Recommended reading:
HATTIE, J. (2012). Visible Learning For Teachers: Maximizing impact on Learning. New York: Routledge Taylor & Francis Group, US. 286p. ISBN 978-0-415-69015-7
KOSTRUB, D., FERKOVÁ, Š., TÓTHOVÁ, R. (2017). Žiak, učiteľ a výučba. Všeobecná didaktika pre študentov učiteľstva. Rokus. 370 s., ISBN 978-80-8951-061-0
MERTIN, V., KREJČOVÁ, L. (2016). Metódy a postupy poznávávaní žáka, pedagogická diagnostika. 2. doplnené a aktualizované vydanie. Praha: Wolters Kluwer, CZ. 400s. ISBN 978-80-7552-014-2

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 960

A	ABS	B	C	D	E	FX
84,79	0,0	7,19	3,85	1,98	0,73	1,46

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde020/22	Educational policy

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for passing the course: 100% of continuous assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at addressing current situations in education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical education policy (max. 30 points). In small groups during class, they create a development program aimed at solving problematic situations in education (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a pre-defined specific problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.
A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge of the basic principles and instruments of education policy at national and international level, to estimate the motivation and to know the context in the activities of organizations and individual actors of education policy in specific situations in education and school, and to acquire specific knowledge of the organizational structure of education and its components.
Students after completing the course:
- understand and orientate themselves in the basic background and possible reasons for the actions of actors in education policy as a public policy of the state
- know the content of education policy instruments
- understand management and economic processes in education organisations
- know the procedures for evaluating school management models
- know the basic methods used in research in the field of educational policy theory
Upon completion of the course, students will be able to:
- identify and classify the intentions of educational policy actors in the educational environment
- formulate research topics in educational policy theory and design adequate research methods
- recognise differences in the actions of education policy actors in the context of addressing current situations in education policy
- Conduct an evaluation of policy school programmes aimed at educational development in the state
Students are competent after completing the course:
- think analytically and critically about the content of education and school curriculum documents
- communicate adequately on education policy issues
The acquisition of knowledge about the structure and content of state education policy as a basis for integrating individual courses into a comprehensive view of the student's educational program is also a transferable competency

Class syllabus:
Brief outline of the course:
1. Education policy as part of public policy. Political decision-making and education policy instruments.
2. The subject and methods of the economics of education. The economic dimension of educational resources and the labour market.

3. Management of education and schools. The school system and the competences of the local self-government and local state administration bodies.
4. Education policy actors.
5. Financing education. Current main models of education financing and education budgeting models.
6. Basic and other education policy programme documents.
7. Legislation in regional and higher education and in the fields of science and technology, sport, lifelong learning and children and youth.
8. International education policy and organizations in education.
9. International and national evaluation and accreditation of education.
10. Lifelong learning and recognition of qualifications.
11. Curriculum policy and information resources on education.

Recommended literature:

Reference sources:
Required reading:
Plavčan, P. (2021). Teória vzdelávacej politiky. Brno: MSD.
Recommended reading.
Horváthová, K., Manniová, J. (2008). Úvod do školského manažmentu. Ivanka pri Dunaji: Axima.
Kalous, J., Veselý, A. (2006). Teorie a nástroje vzdělávací politiky. Praha: Karolinum.
Pisoňová, M. a kol. (2017). Školský manažment terminologický a výkladový slovník. Bratislava: Wolters Kluwer
Švec, Š. a kol. (2015). Slovenská encyklopédia edukológie. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 60

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

Lecturers: prof. Ing. Peter Plavčan, CSc.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde020/22	Educational policy

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for passing the course: 100% of continuous assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at addressing current situations in education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical education policy (max. 30 points). In small groups during class, they create a development program aimed at solving problematic situations in education (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a pre-defined specific problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.
A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge of the basic principles and instruments of education policy at national and international level, to estimate the motivation and to know the context in the activities of organizations and individual actors of education policy in specific situations in education and school, and to acquire specific knowledge of the organizational structure of education and its components.
Students after completing the course:
- understand and orientate themselves in the basic background and possible reasons for the actions of actors in education policy as a public policy of the state
- know the content of education policy instruments
- understand management and economic processes in education organisations
- know the procedures for evaluating school management models
- know the basic methods used in research in the field of educational policy theory
Upon completion of the course, students will be able to:
- identify and classify the intentions of educational policy actors in the educational environment
- formulate research topics in educational policy theory and design adequate research methods
- recognise differences in the actions of education policy actors in the context of addressing current situations in education policy
- Conduct an evaluation of policy school programmes aimed at educational development in the state
Students are competent after completing the course:
- think analytically and critically about the content of education and school curriculum documents
- communicate adequately on education policy issues
The acquisition of knowledge about the structure and content of state education policy as a basis for integrating individual courses into a comprehensive view of the student's educational program is also a transferable competency

Class syllabus:
Brief outline of the course:
1. Education policy as part of public policy. Political decision-making and education policy instruments.
2. The subject and methods of the economics of education. The economic dimension of educational resources and the labour market.

3. Management of education and schools. The school system and the competences of the local self-government and local state administration bodies.
4. Education policy actors.
5. Financing education. Current main models of education financing and education budgeting models.
6. Basic and other education policy programme documents.
7. Legislation in regional and higher education and in the fields of science and technology, sport, lifelong learning and children and youth.
8. International education policy and organizations in education.
9. International and national evaluation and accreditation of education.
10. Lifelong learning and recognition of qualifications.
11. Curriculum policy and information resources on education.

Recommended literature:

Reference sources:
Required reading:
Plavčan, P. (2021). Teória vzdelávacej politiky. Brno: MSD.
Recommended reading.
Horváthová, K., Manniová, J. (2008). Úvod do školského manažmentu. Ivanka pri Dunaji: Axima.
Kalous, J., Veselý, A. (2006). Teorie a nástroje vzdělávací politiky. Praha: Karolinum.
Pisoňová, M. a kol. (2017). Školský manažment terminologický a výkladový slovník. Bratislava: Wolters Kluwer
Švec, Š. a kol. (2015). Slovenská encyklopédia edukológie. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 60

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

Lecturers: prof. Ing. Peter Plavčan, CSc.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde025/22	Elementary education

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with a 100% grade. There will be three forms of assessment during the semester (a written test for 30 points; an independent written work for 30 points; and a verbal defence of the independent written work for 40 points).
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than 20 points in any form of assessment. To pass the course, a minimum score of 60% is required.
Continuous assessment: written test (the student has to be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus).
Final assessment: independent written work (the student is to produce an independent piece of work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competencies related to the design of teaching and learning in early childhood education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in a written thesis and its oral defence;
B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in a written thesis and its oral defence;
C (80-73%, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written work and its oral defence;
D (72-66%, satisfactory - acceptable results): the student presents theoretical knowledge at a satisfactory level and can apply it adequately in written work and its oral defence;
E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in its application to the written work and its oral defence;

Fx (59-0%, insufficient - additional work required): student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defense.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Aims and learning outcomes: the aim of the course is to acquire scientific knowledge about pre-primary education. The student will be able to orientate himself/herself in the different concepts of didactic support of the child's learning and be able to analyse the differences between them. The student will be able to understand the different teaching and educational strategies for developing the child's competences in pre-primary education and be able to interpret them. Upon completion of this course, the student will be competent to continue to develop expertise and competencies within the special education program with a focus on the preschool child.
As part of the course, the student will develop the following transferable competences: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:
Brief outline of the course: the content of the course contributes to the objectives and outcomes of education (graduate profile) with the following topics:
Pre-primary pedagogy as a part of educational sciences. The aim of the topic is to get acquainted with the position of pre-primary pedagogy in the system of sciences. The student is to acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.

The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with issues in the study of preschool pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a field of general education. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.
Pedagogy of childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student should acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity.
The contribution of educational sciences in the pedagogy of childhood.
Conceptions of childhood and early childhood. The aim of the topic is to become familiar with the understanding of childhood in educational sciences. The student is to acquire knowledge about the development of anthropological constructs of childhood and be able to understand the significance of this phase of life and the development (transformation) in educational approaches to children. The aim of the topic is to familiarize the student with early care and compulsory pre-primary education programs. The student is to acquire the ability to apply the various components of the programs that target the development of children from birth to the age when they enter school.
Pedagogically contingent strategies. The aim of the topic is to learn about the importance of supporting child development in preschool. The student is to acquire knowledge of theories of personal, social, cognitive and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies.Lay vs. erudite education of the youngest generation. The goal of this topic is to familiarize students that the process of teaching and educating preschoolers is based on conceptions of learning and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.
Concepts of pre-primary education and teaching. The aim of the topic is to familiarize students with designing, planning, preparing, implementing and evaluating a teaching and learning program in a kindergarten setting. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.
Learning and learning processes in teaching. The aim of the topic is to become familiar with the didactic influences on child learning and development and the professional characteristics of the teacher in teaching and learning in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.
Complementary and supportive learning components. The aim of the topic is to learn about the design of children's play and the use of different methods, forms and strategies of learning, as well as the types and stages of play. The student is to acquire the competence to apply the different strategies to play activities and activities.
Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the problem of the goal in teaching and education in kindergarten and the problem of setting, determining and didactic operation with the curriculum in the teaching and education of children in pre-primary education. The student is to acquire knowledge about pedagogical diagnosis, goals, tools and the importance of evaluation in the conditions of teaching and education in kindergarten and apply them in setting, determining the goal and didactic operation with the curriculum.
Play and play in a teaching-learning context. The aim of the topic is to introduce the student to the fact that children learn during play activities. The student is to acquire knowledge about learning in play in preschool children. The student will be able to understand that play is understood in

didactics as a strategy, a method and a means to achieve educational goals as well as a tool for pedagogical diagnosis/evaluation.

Recommended literature:

Reference sources:

Recommended reading:

JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus.

KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál.

KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus.

KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus.

KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.

TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus

Languages necessary to complete the course:

slovak language

Notes:

does not have

Past grade distribution

Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
79,49	0,0	12,82	3,85	0,0	0,0	3,85

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde025/22	Elementary education

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with a 100% grade. There will be three forms of assessment during the semester (a written test for 30 points; an independent written work for 30 points; and a verbal defence of the independent written work for 40 points).
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who achieves less than 20 points in any form of assessment. To pass the course, a minimum score of 60% is required.
Continuous assessment: written test (the student has to be able to define the basic concepts, objectives and content of pre-primary pedagogy with the related terminological apparatus).
Final assessment: independent written work (the student is to produce an independent piece of work of a conceptual nature on a topic specifically defined by the teacher and submit it in electronic form, containing carefully selected evidence of how the student is developing scientific knowledge and competencies related to the design of teaching and learning in early childhood education. The student will defend the thesis in the form of an oral examination for which he/she will prepare a presentation).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results): the student presents theoretical knowledge excellently and is able to apply it creatively and originally in a written thesis and its oral defence;
B (90-81%, very good - above average standard): the student presents theoretical knowledge at a very good level and is able to apply it creatively in a written thesis and its oral defence;
C (80-73%, good - normal reliable work): the student presents theoretical knowledge at an average level and is able to apply it adequately in the written work and its oral defence;
D (72-66%, satisfactory - acceptable results): the student presents theoretical knowledge at a satisfactory level and can apply it adequately in written work and its oral defence;
E (65-60%, satisfactory - results meet the minimum criteria): the student presents theoretical knowledge at a low level and is deficient in its application to the written work and its oral defence;

Fx (59-0%, insufficient - additional work required): student has significant deficiencies in theoretical knowledge and/or in its application to the written thesis and its oral defense.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.
A minimum of 66 points is required for a final grade of D. For this grade, the student is expected to demonstrate: the ability to develop intermediate assignments using a given template and with the assistance of the instructor, average proficiency and application in problem solving in a group setting or with the assistance of the instructor, average orientation to the subject matter, average communication skills, completion of assignments, and basic activity in the classroom during the semester in collaboration with the instructor or other students.
A score of at least 60 points is required for a final grade of E. For this assessment, the student should demonstrate: the ability to develop continuous assignments and with the help of the instructor, basic/minimal professional knowledge, basic/minimal orientation to the subject matter, basic communication skills, completion of assigned tasks.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Aims and learning outcomes: the aim of the course is to acquire scientific knowledge about pre-primary education. The student will be able to orientate himself/herself in the different concepts of didactic support of the child's learning and be able to analyse the differences between them. The student will be able to understand the different teaching and educational strategies for developing the child's competences in pre-primary education and be able to interpret them. Upon completion of this course, the student will be competent to continue to develop expertise and competencies within the special education program with a focus on the preschool child.
As part of the course, the student will develop the following transferable competences: communication, organizational, digital, interpersonal, as well as creativity and creativity, readiness to learn and think in context.

Class syllabus:
Brief outline of the course: the content of the course contributes to the objectives and outcomes of education (graduate profile) with the following topics:
Pre-primary pedagogy as a part of educational sciences. The aim of the topic is to get acquainted with the position of pre-primary pedagogy in the system of sciences. The student is to acquire knowledge of how the individual pedagogical sciences are closely related, influence and complement each other.

The subject of pre-primary pedagogy. The purpose of this topic is to familiarize the student with issues in the study of preschool pedagogy. The student is to acquire knowledge of pre-primary pedagogy as a field of general education. The student will be able to evaluate the importance of pre-primary pedagogy as an applied pedagogical discipline on teaching and educating children in pre-primary education.
Pedagogy of childhood. The aim of the topic is to become familiar with the fundamental rights of children according to the Declaration of the Rights of the Child. The student should acquire knowledge about the categories of responsibility for the protection of childhood according to the Convention on the Rights of the Child, which he/she can then apply in his/her professional activity.
The contribution of educational sciences in the pedagogy of childhood.
Conceptions of childhood and early childhood. The aim of the topic is to become familiar with the understanding of childhood in educational sciences. The student is to acquire knowledge about the development of anthropological constructs of childhood and be able to understand the significance of this phase of life and the development (transformation) in educational approaches to children. The aim of the topic is to familiarize the student with early care and compulsory pre-primary education programs. The student is to acquire the ability to apply the various components of the programs that target the development of children from birth to the age when they enter school.
Pedagogically contingent strategies. The aim of the topic is to learn about the importance of supporting child development in preschool. The student is to acquire knowledge of theories of personal, social, cognitive and moral development of the child. To be aware of the most important characteristics of the preschool child and to be able to develop them through pedagogically conditioned strategies.Lay vs. erudite education of the youngest generation. The goal of this topic is to familiarize students that the process of teaching and educating preschoolers is based on conceptions of learning and theories of teaching. The student is to acquire knowledge about the theories of learning and teaching, their differences and didactic profile of application in the conditions of teaching and education in preschool.
Concepts of pre-primary education and teaching. The aim of the topic is to familiarize students with designing, planning, preparing, implementing and evaluating a teaching and learning program in a kindergarten setting. The student is to acquire knowledge about the ways of modeling the process of teaching and education in kindergarten.
Learning and learning processes in teaching. The aim of the topic is to become familiar with the didactic influences on child learning and development and the professional characteristics of the teacher in teaching and learning in kindergarten. The student is to acquire knowledge of the didactic specifics of the learning child and the components that make them up and the interrelationship between them, their similarity and difference from the didactic higher educational levels.
Complementary and supportive learning components. The aim of the topic is to learn about the design of children's play and the use of different methods, forms and strategies of learning, as well as the types and stages of play. The student is to acquire the competence to apply the different strategies to play activities and activities.
Aim, curriculum and pedagogical diagnosis/evaluation. The aim of the topic is to become familiar with the problem of the goal in teaching and education in kindergarten and the problem of setting, determining and didactic operation with the curriculum in the teaching and education of children in pre-primary education. The student is to acquire knowledge about pedagogical diagnosis, goals, tools and the importance of evaluation in the conditions of teaching and education in kindergarten and apply them in setting, determining the goal and didactic operation with the curriculum.
Play and play in a teaching-learning context. The aim of the topic is to introduce the student to the fact that children learn during play activities. The student is to acquire knowledge about learning in play in preschool children. The student will be able to understand that play is understood in

didactics as a strategy, a method and a means to achieve educational goals as well as a tool for pedagogical diagnosis/evaluation.

Recommended literature:

Reference sources:

Recommended reading:

JAKUBÍKOVÁ, Z., KOSTRUB, D. (2009). Vybrané didaktické modely materskej školy uplatňované v súčasnej didaktickej praxi. Prešov: Rokus.

KOLLÁRIKOVÁ, Z., PUPALA, B. (2001). Predškolská a elementárna pedagogika. Praha: Portál.

KOSTRUB, D. (2003). Od pedagogiky k didaktike materskej školy. Prešov: Rokus.

KOSTRUB, D. (2008). Dieťa/žiak/študent-učivo-učiteľ, didaktický alebo bermudský trojuholník? Prešov: Rokus.

KOSTRUB, D., SEVERINI, E., REHÚŠ, M. (2012). Proces výučby a digitálne technológie. Prešov: Rokus.

TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. (2017). Žiak, učiteľ a výučba. Prešov: Rokus

Languages necessary to complete the course:

slovak language

Notes:

does not have

Past grade distribution

Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
79,49	0,0	12,82	3,85	0,0	0,0	3,85

Lecturers: prof. PaedDr. Dušan Kostrub, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde015/22	Experienital learning training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 20s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a grade of 100/0.
Active completion of the individual course blocks in attendance 50 points. During the course, students will complete 2 interim assignments (reflections on the training), 1 interim assignment 25 points, total 50 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

Learning outcomes:
Learning outcomes:
- Graduates of the course understand the principles of experiential learning pedagogy
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- She sees experiential teaching methods as one possible approach and as a source of inspiration for her future teaching practice.
- The graduate can use the acquired knowledge and skills when working with experience in the classroom. He/she can formulate clear conclusions and justifications in relation to this topic, which he/she can present to both the professional community and the public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative, and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Theoretical foundations of experiential pedagogy - experiential learning
2. Experiential pedagogy and the possibilities of its use with children and adults. Indoor and outdoor trainings.
3. Types of activities used in experiential pedagogy
(Basic typology and direct experience of activities used in experiential pedagogy in group work: introductory activities, icebreakers, dynamising, communication, movement, etc.)
4. Experiential activities aimed at making teamwork more effective
(work with group - class, methodology of experiential pedagogy focusing on increasing effective mutual communication and cooperation)
Intermediate tasks: after each teaching block, students will make a structured reflection on the events during the training (three reflections in total).
Final evaluation: after completing the entire training and handing in the midterm assignments, students who have fulfilled the requirements of the midterm evaluation will take a colloquial final evaluation.

Recommended literature:
Recommended reading:

De Zareta, A. (2021). Škola podľa našich predstáv, Učiť sa ako sa nám páči. Bratislava CEEV Živica, 2021. 165s.
Drtilová, T. (2020). Herník - zážitkové hry. Bratislava: MO Plusko, 2020. 239s.
Franc, D., Zounková, D., Martin, A. (2007). Učení zážitkem a hrou: praktická příručka instruktora. Praha : Computer Press, 2007. 201s.
Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.
Rasfeld, M., Breidenbach, S. (2019). Školy v pohybe, Ako pripraviť dnešné deti na svet zajtrajška. Bratislava: CEEV Živica, 2019. 142s.

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

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
88,89	0,0	0,0	0,0	0,0	0,0	11,11

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

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde015/22	Experienital learning training

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 20s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a grade of 100/0.
Active completion of the individual course blocks in attendance 50 points. During the course, students will complete 2 interim assignments (reflections on the training), 1 interim assignment 25 points, total 50 points.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

Learning outcomes:
Learning outcomes:
- Graduates of the course understand the principles of experiential learning pedagogy
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- She sees experiential teaching methods as one possible approach and as a source of inspiration for her future teaching practice.
- The graduate can use the acquired knowledge and skills when working with experience in the classroom. He/she can formulate clear conclusions and justifications in relation to this topic, which he/she can present to both the professional community and the public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative, and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Theoretical foundations of experiential pedagogy - experiential learning
2. Experiential pedagogy and the possibilities of its use with children and adults. Indoor and outdoor trainings.
3. Types of activities used in experiential pedagogy
(Basic typology and direct experience of activities used in experiential pedagogy in group work: introductory activities, icebreakers, dynamising, communication, movement, etc.)
4. Experiential activities aimed at making teamwork more effective
(work with group - class, methodology of experiential pedagogy focusing on increasing effective mutual communication and cooperation)
Intermediate tasks: after each teaching block, students will make a structured reflection on the events during the training (three reflections in total).
Final evaluation: after completing the entire training and handing in the midterm assignments, students who have fulfilled the requirements of the midterm evaluation will take a colloquial final evaluation.

Recommended literature:
Recommended reading:

De Zareta, A. (2021). Škola podľa našich predstáv, Učiť sa ako sa nám páči. Bratislava CEEV Živica, 2021. 165s.
Drtilová, T. (2020). Herník - zážitkové hry. Bratislava: MO Plusko, 2020. 239s.
Franc, D., Zounková, D., Martin, A. (2007). Učení zážitkem a hrou: praktická příručka instruktora. Praha : Computer Press, 2007. 201s.
Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.
Rasfeld, M., Breidenbach, S. (2019). Školy v pohybe, Ako pripraviť dnešné deti na svet zajtrajška. Bratislava: CEEV Živica, 2019. 142s.

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

Notes:

Past grade distribution
Total number of evaluated students: 27

A	ABS	B	C	D	E	FX
88,89	0,0	0,0	0,0	0,0	0,0	11,11

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

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde004/22	History of literary Classicism and Romanticism

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
30 hours of continuous preparation for the class combined with reading of literary texts for each class;
2 x 14 hours of preparation for two continuous written tests = 28 hours;
40 hours of preparation for the oral examination linked to the study of literature.
Total 120 hours of student work.
Teaching methods: lecturing, explanation, interview, guided self-study - work with text, e-learning

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• two mid-term written tests in literary history (first test mid-semester after Topic 5, 25 points; second test at the end of the mid-term after Topic 10, 25 points);
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (first continuous assessment: less than 15 points; second continuous assessment: less than 15 points; oral examination: less than 30 points).
The mark is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the history of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented in a logically flawless manner, can critically and independently

evaluate the acquired literary-historical knowledge in a convincing manner, and can apply and adapt it creatively at an excellent level, innovate and design procedures for working with literary works in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for further independent education;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the history of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and is able to apply it very well, adapt and innovate the procedures of working with literary works in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his speech is very good, he has very well developed skills of independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the history of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented appropriately and makes only occasional mistakes, can reliably apply the literary-historical knowledge acquired and the existing procedures for working with literary works in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of literary classicism, pre-romanticism and romanticism to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary works in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with literary works in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of literary classicism, pre-Romanticism and Romanticism to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with literary works in school practice, cannot solve individual tasks and assignments, is unable to further self-study.

Learning outcomes:
The student has a deep and cross-cutting knowledge of the typological characteristics of the period of literary classicism, pre-Romanticism and Romanticism, has acquired knowledge of the history and various conceptions of the perception of literary classicism, pre-Romanticism and Romanticism. It has knowledge of the literary culture of the period in the context of contemporary political, social and cultural processes, of periodisation models and the internal differentiation of original Slovak works of the period. Can take a stance towards literary works, understands the theories, methods and procedures used in literary classicism, pre-Romanticism and Romanticism. Demonstrable knowledge of the typological characteristics of the period of Slovak literary classicism, pre-Romanticism and Romanticism and the ability to think in terms of the development of Slovak literature in a wider inter-literary context, and knowledge of the connections and relationships with other literary-historical periods. Possesses comprehensive theoretical knowledge

and knowledge of the most significant personalities of the above-mentioned periods in the context of the history of Slovak literature. The student is able to integrate and link the information with the basic attributes of literary and cultural life in Slovakia in the periods of literary classicism, pre-Romanticism and Romanticism. The student is familiar with literary historical terms, periodisation milestones, general characteristics of the period and dominant literary authors. Can use analytical skills and creativity in the professional literary analysis of a fictional text. Has developed analytical skills as well as the ability to think abstractly and critically. The student can creatively apply the thoroughly acquired theoretical knowledge, practical skills and achieved competences in practical pedagogical school interpretation in practice. Based on problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the ability to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. It also has a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The student is able to communicate information on the history of literary classicism, pre-Romanticism and Romanticism to a general audience and to lay audiences. The student is able to use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Issues of transition from older literature to modern literature. Philosophical and aesthetic foundations of classicism, the Enlightenment and the peak phase of classicism in Slovak literature, thematic and genre stratification of classical literature.
2. The Enlightenment phase of classicism in Slovak literature, social reforms, enlightenment efforts, learned societies. Issues of prose in the period of Enlightenment Classicism, the first Slovak novel.
3. Typological and poetological characteristics of Slovak poetry of the Enlightenment Classicism period, problems of verse and prosody. Overview of authors and their works.
4. The peak phase of classicism in Slovak literature. Literary works of J. Hollý.
5. Genesis of Slovak Pre-Romanticism, aesthetic starting points, thematic and genre stratification of Pre-Romantic literature. Literary works of J. Kollár.
6. Slovak Pre-Romantic prose and drama (K. Kuzmány, J. Chalupka and others).
7. Genesis of Slovak literary romanticism. Ideological differentiation of Romanticism (subject-pragmatic and messianic stream), thematic and genre stratification of Romantic literature.
8. Differentiating tendencies in Slovak Romantic poetry (folklorizing and artistic line). The forms of poetry in the period of Slovak literary romanticism (S. Chalupka, J. Kral, A. Sládkovič, J. Botto, etc.).
9. The Messianic current in Slovak Romantic poetry (S. B. Hroboň, M. M. Hodža and others).
10. The forms of prose and drama in the period of Slovak literary romanticism (J. M. Hurban, J. Kalinčiak, J. Záborský, J. Palárik and others).
11. Literary creation on the border between Romanticism and Realism (G. K. Zechenter-Laskomerský, Ľ. Kubáni and others).

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will deepen and develop knowledge of the history of literary classicism, pre-Romanticism and Romanticism. The student will master and be able to implement in practice various methods of making the history of literary classicism, pre-Romanticism and Romanticism accessible, and will learn to look for typological connections and specifics of European and Slovak classicism, pre-Romanticism and Romanticism. On the basis of the knowledge acquired, the student will be able to assess the degree of continuity of literary-historical development with the European and Central European context and with the specific

features of our region. They will learn to discuss, justify and compare the significance of key personalities and currents of thought, to select and name their sources and the basic attributes of literary and cultural life in Slovakia at the end of the 18th century and in the 19th century. He or she will be able to explain the nature of the social reforms and enlightenment efforts of the Bernoláks in the period of literary classicism, as well as to clarify the background of the Bernolákian controversies. They will recognise the author of the first Slovak novel and will be able to highlight the importance of this work and other prose works in the context of European Enlightenment literature and in the context of the history of Slovak literature. The student will deepen and develop knowledge of Slovak poetry of the Enlightenment Classical period, and will get to know the creators of the poetry of the waning Baroque and Rococo poetry. The student will be familiar with the typological characteristics of Pre-Romanticism and the dominant personalities of this period in the field of poetry, prose and drama. They will acquire knowledge of the social and cultural conditions in Slovakia during the period of literary Romanticism, understand the philosophical foundations of this period and understand the essence of the ideological differentiation of literary Romanticism. They will acquire knowledge of the poetry of the Slovak Romantics as well as the prose and dramatic works of the period and its main representatives. The student will be able to plan and implement lessons on the history of literary classicism, pre-Romanticism and Romanticism, focusing on the important periodisation milestones of the above-mentioned literary periods and the ideological and aesthetic features of these movements as they appear in the work of representative authors. The student will be able to identify and explain the development of our literature in a broader inter-literary context. The student will be able to articulate and demonstrate the essential attributes of literary and cultural life in Slovakia during the periods of literary classicism, pre-Romanticism and Romanticism. The student will know the theoretical and practical content and methods for independent student discovery of literary relationships. The student will understand the importance of researching the qualities of this literary phenomenon, the need to define its historical mission and the scope of its legacy in the literary scene. By successfully completing the course, the student will acquire the competence to orient himself/herself in the issues of the history of Slovak literary classicism, pre-Romanticism and Romanticism. On the basis of the acquired knowledge and understanding, the student will acquire the prerequisites and motivation to develop the skills necessary for further self-study and critical thinking and to encourage students to actively acquire literary-historical knowledge. The course will lead the student to the active acquisition of information and the effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and appropriate methods of the discipline. In the course, the student will strengthen and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and strengthen his/her sense of socially responsible action and pluralistic civic attitudes. The student will be competent in the use of digital technologies in the teaching of the history of literature.

Recommended literature:

Compulsory readings:

BRTÁŇOVÁ, E.(ed.) 2017. Literárnohistorické kolokvium. IV. Klasicizmus. Bratislava: Ústav slovenskej literatúry SAV. 185 s. ISBN 978-80-88746-37-9. (selected chapters)

ŠMATLÁK, S. 2007. Dejiny slovenskej literatúry II (19. storočie a prvá polovica 20. storočia). 3. vyd. Bratislava: Literárne informačné centrum, s. 11 – 143. ISBN 978-80-89222-29-2.

VOJTECH, M. 2020. Slovenská klasicistická a preromantická literatúra. 2. vyd. Bratislava: Univerzita Komenského. 185 s. ISBN 978-80-223-5022-8.

Recommended readings:

BLAŽENCOVÁ, Ľ. 2023. Meditatívne tóny duchovnej poézie Andreja Sládkoviča. In: Philologia, roč. 33, č. 1, s. 49 – 60. ISSN (print) 1339-2026.
BRTÁŇOVÁ, E. 2017. Doležalov pokus o veľkú epiku. In: Český a slovenský literární klasicismus. Brno: Host, s. 245 – 271. ISBN 978-80-7577-186-5.
BRTÁŇOVÁ, E. 2018. Jonáš Záborský a antická kultúra. In: Ideológia v premenách času v pamiatkach gréckej a latinskej tradície. Bratislava: Univerzita Komenského v Bratislave, s. 344 – 353. ISBN 978-80-223-4626-9.
BRTÁŇOVÁ, E. 2014. Záborského predstava národnej literatúry. In: DORUĽA, J. (ed.). Historický význam a odkaz diela osobností slovenského národného obrodenia. Bratislava: Slavistický ústav Jána Stanislava SAV, s. 42 – 54. ISBN 978-80-89489-18-3.
Further study text will be made available to students in electronic form.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 302

A	ABS	B	C	D	E	FX
34,44	0,0	26,82	20,86	12,25	4,3	1,32

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde007/22	History of literary Realism

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
30 hours of continuous preparation for the class combined with reading of literary texts for each class;
2 x 14 hours of preparation for two midterm tests = 28 hours;
40 hours of preparation for the oral examination combined with literature study.
Total 120 hours of student work.
Teaching methods: lecturing, explanation, interview, guided self-study - work with text, e-learning

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. Assessment includes:
• two mid-term written tests in literary history (first test mid-semester after Topic 5, 25 points; second test at the end of the mid-term after Topic 10, 25 points);
• an oral examination on professional knowledge and analytical-interpretive skills (50 points).
The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who obtains less than 60 % of the points in any component of the assessment (first continuous assessment: less than 15 points; second continuous assessment: less than 15 points; oral examination: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of the history of literary realism in the required range, logically arranges the presented facts flawlessly, can critically and independently evaluate the acquired literary-historical knowledge

convincingly, can creatively apply, adapt, innovate and design procedures for working with literary works in school practice at an excellent level, has the ability to deal creatively independently and imaginatively with individual tasks and assignments in wider literary, literary-historical and cultural contexts, the linguistic and stylistic level of his/her expression is excellent, and has well-developed skills for further independent learning;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the history of literary realism to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and is able to apply, adapt and innovate the procedures of working with literary works in school practice very well, has the ability to solve individual tasks and assignments independently and in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is very good, has very well developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the history of literary realism to the required extent, arranges the facts presented appropriately and makes errors only in places, can reliably apply the literary-historical knowledge acquired and existing procedures for working with literary works in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of literary realism to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary works in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary realism to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with literary works in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of literary realism to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with literary works in school practice, cannot solve individual tasks and assignments, cannot self-study.

Learning outcomes:
The student has a deep and cross-cutting knowledge of the typological characteristics of the period of literary realism. The student has knowledge of the literary culture of the period in the context of contemporary political, social and cultural processes, of the periodization models and internal differentiation of original Slovak works of the period, has acquired knowledge of the history and various conceptions of literary realism. He/she is able to take an attitude towards literary works, knows and understands the theories, methods and procedures used in literary realism. Demonstrable knowledge of the typological characteristics of the period of Slovak literary realism and the ability to think in the context of the development of Slovak literature in a broader inter-literary context; knowledge of the connections and relationships with other literary-historical periods. Possesses comprehensive theoretical knowledge and knowledge of the most significant personalities of that period in the context of the history of Slovak literature. The student is able to integrate and relate the information to the basic attributes of literary and cultural life in Slovakia during the period of literary realism. Has acquired knowledge of literary historical terms, knows periodisation milestones, general characteristics of the period and dominant literary creators. Can use analytical

skills and creativity in the professional literary-historical analysis of a fictional text. Has developed analytical skills as well as the ability to think abstractly and critically. The student can creatively apply the theoretical knowledge, practical skills, and competences acquired in practical pedagogical school interpretation in practice. On the basis of problem solving, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the ability to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The student is able to communicate information from the history of literary realism to a general public and lay audiences. The student is able to use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Political and cultural-social conditions in Slovakia (late 19th - early 20th century) and signals of the new literary epoch.
2. Genesis of Slovak literary realism, poetological and genre specifics, change of aesthetic canon.
3. Poetic initiative and new poetics of S. Hurban Vajanský.
4. Creative voluntarism and the elevated prose style of S. Hurban Vajanský.
5. The artistic phenomenon of P. Országh Hviezdoslav, generational confrontations and the lyricism of great cycles.
6. The epic and dramatic world of P. Országh Hviezdoslav.
7. The epic harmony of M. Kukučín's work.
8. Features of autobiographical and memoir prose in the period of realism. The literary work of E. Maróthy-Šoltésová.
9. Inner autobiography as a creative and narrative phenomenon in the work of B. Slančíková Timrava.
10. The skeptical sentiment of J. Gregor Tajovský's literary work.
11. Constituting realistic literary criticism and literary science.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will deepen and develop knowledge of the history of literary realism. He/she will master and be able to practically implement various methods of making the material from the history of literary realism accessible and to affect the efforts to match the depicted reality with its literary forms. They will learn to look for typological connections and specific features of European and Slovak realism. On the basis of the knowledge acquired, the student will be able to assess the extent to which literary-historical development is related to the European and Central European context and to the specific features of our region. The student will be able to discuss, justify and compare the significance of key personalities as well as the flow of ideas, select and name its sources and basic attributes of literary, cultural and social life in Slovakia at the turn of the 19th and 20th centuries, and understand the philosophical foundations of this period. They will be able to recognise the poetological and genre specifics of Slovak literary realism, and will be able to explain the essence of the change in the aesthetic canon in this period. He will understand the differences in the poetic work of the dominant representatives of the Realist period, and will be able to explain the change in the prosodic qualities of poetic language, focusing on the refinement and sophistication of poetic form and realistic detail. The student will be able to identify in the works the themes of everyday life, the heroism of simple destinies, and the plight of the characters. The student will be familiar with the character and conceptual definition of Slovak literary realism, the dominant creators of realistic prose and drama, and their major literary works. He will be able to distinguish in them the efforts to create a higher conversational style, but also the efforts to use

vernacular language or hard diction of speech. The student will recognize the founding generation of realism and the generation of late realism depicting a pessimistic-naturalistic conception of life and man. The student will deepen and develop an understanding of the ideological and aesthetic principles of prose belonging to the realist type. The student will be able to highlight the significance of realist literary works in the context of European realist literature and in the context of the history of Slovak literature. The student will be able to plan and implement lessons on the history of literary realism, focusing on the important periodization milestones of a given literary period and the ideological-aesthetic features of this movement as they appear in the work of representative realist authors. The student will become familiar with both the theoretical and practical parts of the educational content and methods for independent student discovery of literary relationships. They will understand the importance of researching the qualities of this literary phenomenon, the need to define its historical mission and the scope of its legacy in the literary scene. Successful completion of the course will give the student the competence to orient himself/herself in the issues of the history of Slovak literary realism. On the basis of the acquired knowledge and skills, the student will acquire the prerequisites and motivation to develop the skills necessary for further self-study and critical thinking and the ability to encourage students to actively acquire literary-historical knowledge. The course will lead the student to the active acquisition of information and the effective use of cross-cutting and specialised knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and appropriate methods of the discipline. In the course, the student will strengthen and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and strengthen his/her sense of socially responsible action and pluralistic civic attitudes. The student will be competent in the use of digital technologies in the teaching of the history of literature.

Recommended literature:

Compulsory readings:

SEDLÁK, I. a kol. 2009. Dejiny slovenskej literatúry I. Martin: Matica slovenská, s. 418 – 518. ISBN 978-80-7090-935-5.

ŠMATLÁK, S. 2007. Dejiny slovenskej literatúry II (19. storočie a prvá polovica 20. storočia). Bratislava: Literárne informačné centrum, s. 147 – 259. ISBN 978-80-89222-29-2.

Recommended readings:

BLAŽENCOVÁ, Ľ. 2021. Večný pútnik Martin Kukučín. In: SVORADOVÁ, V. – BLAŽENCOVÁ, Ľ. – MASARYK, M.: Osobnosti slovenskej literatúry v interkultúrnych kontextoch. Bratislava: Univerzita Komenského v Bratislave, s. 7 – 28. ISBN 978-80-223-5287-1.

BRTÁŇOVÁ, E. 2014. Záborského predstava národnej literatúry. In: DORUĽA, J. (ed.): Historický význam a odkaz diela osobností slovenského národného obrodenia. Bratislava: Slavistický ústav Jána Stanislava SAV, s. 42 – 54. ISBN 978-80-89489-18-3.

ČEPAN, O. 1984. Stimuly realizmu. Bratislava: Tatran, 478 s. (selected chapters)

MIKULOVÁ, M. – MIKULA V. 2010. Kapitoly zo slovenského realizmu: dejiny, medailóny, štúdie, interpretácie. Bratislava: Vydavateľstvo UK. 235 s. ISBN 978-80-223-2855-5. (selected chapters)

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

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 267

A	ABS	B	C	D	E	FX
40,45	0,0	27,34	20,97	9,36	1,87	0,0

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde002/22	History of older literature

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week lecture, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous preparation for the class combined with reading of literary texts for each class;
18 hours of preparation for two mid-term tests;
30 hours of preparation for the oral examination linked to the study of literature.
A total of 90 hours of student work.
Teaching methods:
lecturing, interpretation of theoretical knowledge and its application to practical examples, moderated conversation, text analysis, guided self-study, e-learning

Number of credits: 3

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of two continuous written tests (the first is taken in the middle of the semester after the 6th topic, the second at the end of the continuous teaching, both tests are 25 points each). The course is concluded with a final oral examination of the knowledge of the whole semester (50 points). The course is completed with an assessment resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study and from the final assessment of learning outcomes (50/50).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60% of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 15 points; final test: less than 15 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the history of early literature to the required extent, logically arranges the facts

presented in a flawless manner, can critically and independently evaluate the acquired literary-historical knowledge convincingly, creatively apply and adapt it in practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively, also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for further independent education;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of the history of early literature to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and can apply and adapt it very well in practice, has the ability to solve individual tasks and assignments independently and in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of the history of early literature to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply and adapt the literary-historical knowledge acquired in practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the history of early literature to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge in practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of the history of early literature to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge in practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of early literature to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge in practice, cannot solve individual tasks and assignments, cannot self-study.

Learning outcomes:
The student has knowledge of basic literary terms, literary genealogy and aesthetics, has mastered the periodization milestones and general characteristics of individual periods (Middle Ages, Humanism and Renaissance, Baroque). It is familiar with the dominant authorial figures of the 9th-18th centuries, the development of literary languages and intercultural relations in the Central European area. Is able to classify individual literary monuments into historical periods and to analyse and interpret a literary fiction text of earlier literature in a professional manner. Theoretical knowledge can also be applied at a higher level of higher education. They can use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education. Based on problem solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. It also has a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills.

Class syllabus:

1. Older Slovak literature. Literary culture in medieval Slovakia, historical context and conditions. Literary monuments from the pre-Christian period.
2. Old Slavonic written culture, its significance and European context.
3. The Hungarian state and the new formation of culture in the 11th-15th centuries. Species and genre composition.
4. Literature of Renaissance humanism, historical context and conditions. Cultural centres. The authorial community. Species and genre composition. Mannerism.
5. Poetry of the 16th century and its means of expression. The tradition of sacred and historical songs. Love lyrics from Fanchali's codex.
6. Specific peculiarities of Renaissance drama.
7. Baroque literature, historical context and conditions. Cultural centres. Author's community. Species and genre composition.
8. Sacred song and sermon writing and the contemporary canon.
9. Signs of baroque poetics. Love and occasional lyricism. Historical and temporal verse epic.
10. Rhetorical strategies of baroque authors. Memoir and travelogue prose. Jocular and parodic writing.
11. Centers of learning. Scientific and educational writing. Manifestations of national consciousness.
The taught subject will provide the student with a space for the integration of knowledge and its consolidation in the form of his/her own study path leading to the profiling of a professionally competent personality ready to implement methods of critical thinking about Slovak literature, especially in the context of current trends in thinking about the historical-cultural development of the European cultural space. The student will acquire the competences necessary for teaching the history of early literature. The student will be able to plan and implement individual lessons, practically apply various methods of making the material from the given period accessible. The student will be able to use digital technologies in teaching the history of literature. On the basis of the knowledge and skills acquired, he/she will acquire the prerequisites and motivation to develop the skills necessary for further self-study and to encourage pupils to actively acquire literary-historical knowledge.
The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, consolidate and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:
KÁKOŠOVÁ, Z. 2007. Príručka k dejinám staršej slovenskej literatúry. Trnava: Univerzita sv. Cyrila a Metoda v Trnave. 209 s. ISBN 978-80-8922-064-9.
TKÁČIKOVÁ, E. 2005. Staršia slovenská literatúra. Antológia textov. Bratislava: Univerzita Komenského. 203 s. ISBN 802-23-1947-3.
Recommended readings:
BRTÁŇOVÁ, E. 2012. Na margo staršej literatúry. Zo žánrovej problematiky 11. – 18. storočia. Bratislava: Ústav slovenskej literatúry SAV – Kalligram. 294 s. ISBN 978-80-8101-678-3.

BRTÁŇOVÁ, E. 2000. Stredoveká scholastická kázeň. K recepcii latinských sermones v kódexoch slovenskej proveniencie. Bratislava: Veda, vydavateľstvo Slovenskej akadémie vied. 200 s. ISBN 80-2240-634-1. (selected sections)
ŠMATLÁK, S. 2007. Dejiny slovenskej literatúry I. (9. – 18. storočie). 4. vyd. Bratislava: Literárne informačné centrum. 359 s. ISBN 978-80-89222-28-5.
Further study texts will be available electronically in MS Teams/Moodle.

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 302

A	ABS	B	C	D	E	FX
45,36	0,0	22,52	15,89	10,6	4,3	1,32

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde011/22	History of standard Slovak

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week lecture and seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 28 hours of preparation in the form of self-study of literature; 30 hours of preparation for the midterm test and 40 hours of preparation for the exam; total 120 hours of student work.
Teaching methods: interpretation, explanation, colloquium, interpretation, discussion

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a midterm test and a final written test. The assessment test will take place after the 10th topic and allows for 50 points of the overall course grade. The final test will take place in the exam period and allows for 50 points of the overall course grade. A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. A pass mark of at least 60 % is required to pass the course (at least 60 points). Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points). The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the history of written Slovak to the required extent, logically arranges the facts presented, can persuasively critically and independently evaluate the acquired knowledge and creatively apply, adapt, innovate and propose procedures for working with the processes of the historical development of written Slovak in school practice, has the ability to creatively and independently solve individual tasks and assignments in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: the student has very good knowledge of the history of written Slovak to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and is able to apply it very well

to adapt and innovate the procedures of working with the processes of the historical development of written Slovak in school practice, has the ability to independently solve individual tasks and assignments in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge of the history of written Slovak to the required extent, organises the facts presented appropriately, can reliably apply the acquired knowledge and adapt existing procedures for working with the processes of the historical development of written Slovak in school practice, solves individual tasks and assignments reliably, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the history of written Slovak and to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of the processes of the historical development of written Slovak in school practice, satisfactorily solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the history of written Slovak to the required extent, can apply the acquired knowledge and existing procedures of working with the processes of the historical development of written Slovak in school practice and has deficiencies in the arrangement of facts, solves individual tasks and assignments at a satisfactory level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of written Slovak to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school practice, cannot solve individual tasks and assignments, cannot self-study.

Learning outcomes:

Learning outcomes are manifested in the actualizing application of knowledge in school practice and in its application in comprehensive education. The acquired knowledge forms a logical picture of the history and development of the national language, its application in literary communication and its functioning as a modern written means of expression. The graduate is able to evaluate in his/her working practice the individual historical stages of the development of the written Slovak language with regard to the productivity or unproductivity of certain rules and elements of the language. On the basis of the acquired knowledge, skills and competences, the student is able to logically interpret the established knowledge and contexts of the historical development of written Slovak in the educational process and in the context of cultural communication. On the basis of logically justified historical contexts about the history of the language, the student can analyse and critically evaluate new and comparatively acquired knowledge, apply it in the educational process and can transfer it to other areas of critical thinking about the history of the Slovak language and Slovak culture.
Knowledge, skills, competences can be creatively applied in the school environment in the position of a teacher of lower and higher secondary education. On the basis of problem-solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. He/she also has a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

Class syllabus:

1. Periodization of the history of written Slovak. Current interdisciplinary approaches to research on the history of Slovak.
2. Prehistoric period: pre-Great Moravian, Great Moravian and post-Great Moravian period of the history of the national language and the extinction of the Great Moravian tradition.
3. The pre-writing period. The emergence and development of Slovak nationality and Slovak writing, the use of the vernacular language, Latin, Church Slavonic, Czech, German in Slovak writing.
4. Formation of cultural pre-writing formations of the national language, the use of cultivated forms of Slovak, the language of the Church and the literary language of the Slovaks.
5. The Camaldolese Bible and the spread of the West Slovak variant. Orthography principles in the pre-writing period of the development of Slovak.
6. Bernolák's period. Orthography principles.
7. Štúr's codification. Orthography principles.
8. Reform, matrix and Martin period. Personalities of linguistics and main orthography principles.
9. The interwar period, a new stage in language policy. Personalities of linguistics.
10. History of Slovak language and personalities of Slovak linguistics after 1945. Socio-political contexts and written Slovak after 1968 and after 1993. Codification of the written language and codification manuals.
11. Characteristic features of language policy in the present: areas of practical use of knowledge from the history of Slovak language in the present in professional, popular and educational contexts.
The educational objective of the course will be to present a basic summary of the latest knowledge about the periodization stages and key moments in the history of the Slovak language. By completing the course, the student will gain an overview, acquire and remember the logical sequence of knowledge about the main historical-periodization stages in which Slovak was used in oral and written communication in the pre-writing and writing periods. Emphasis will be placed on the formation of cultural pre-writing formations of the national language, the emergence and use of a national, cultivated and codified form of Slovak as the existential form of the national language. The historical fate of the Slovak language from the founding Bernolak and Štúrovo codification to the current modern period will be brought to the fore. On the basis of the acquired knowledge, the student will be able to synoptically and systematically interpret the most important milestones in the historical development of the Slovak language and will be able to apply this knowledge in specific current culturally and socially determined situations, as well as in the educational process. The stratification of the topics of the course will enable the student to gradually acquire a basic overview of the history of Slovak language and the participation of dialect stratification in the cultivation and formation of the national linguistic awareness of Slovaks. The set of topics will provide the student with the necessary set of knowledge, supporting the formation of creative and synthesizing skills, which are necessary especially in terms of graduate profiling. Successful completion of the course will give the student the competence to orient himself/herself in the issues of the history of the national language and to think critically about the individual historical stages of Slovak linguistic thought. The course will create a space for a complementary and interdisciplinary approach necessary for the formation and development of a comprehensively prepared personality of the graduate, who, according to the profile, will possess skills focused on the history of research on the subject of his/her professional profile, with overlaps also into the areas of the development of the Slovak language, the history of written and literary culture and the history of linguistic thought. The student will acquire the prerequisites and motivation to develop the skills necessary for further self-study and critical thinking about the irreplaceable contribution of Slovaks in shaping the history of thinking about the national language also in the context of European cultural unity based on the diversity of languages and cultures.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge about the history of written Slovak. It will consolidate and develop the student's skills of formulation and argumentation. It will stimulate the ability to design and implement innovative solutions to professional problems on the basis of argumentative foundations, to modify one's knowledge in doing so, and to use creatively the appropriate and appropriate methods of the discipline. The student will also consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KAČALA, J. – KRAJČOVIČ, R. 2011. Prehľad dejín spisovnej slovenčiny. 2. upravené a doplnené vydanie. Martin: Matica slovenská. 233 s. ISBN 978-80-8128-006-1.

PAULINY, E. 1983. Dejiny spisovnej slovenčiny od začiatkov po súčasnosť. Bratislava: Slovenské pedagogické nakladateľstvo. 254 s. (selected sections)

Recommended readings:

ŽEŇUCH, P. 2020. Byzantsko-slovanská tradícia v staršom období vývinu slovenskej kultúry. In: Konštantínove listy, roč. 13, č. 1, s. 112 – 125.

ŽEŇUCH, P. 2019. Staroslovienčina a cirkevná slovančina – lingua franca. In: Historická revue, roč. 30, č. 6, s. 6 – 11.

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

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 226

A	ABS	B	C	D	E	FX
33,63	0,0	30,09	20,8	9,73	4,42	1,33

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde011/22	History of standard Slovak

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organisational form: 2 hours per week lecture and seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 28 hours of preparation in the form of self-study of literature; 30 hours of preparation for the midterm test and 40 hours of preparation for the exam; total 120 hours of student work.
Teaching methods: interpretation, explanation, colloquium, interpretation, discussion

Number of credits: 4

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a midterm test and a final written test. The assessment test will take place after the 10th topic and allows for 50 points of the overall course grade. The final test will take place in the exam period and allows for 50 points of the overall course grade. A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. A pass mark of at least 60 % is required to pass the course (at least 60 points). Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (mid-term test: less than 30 points; final test: less than 30 points). The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of the history of written Slovak to the required extent, logically arranges the facts presented, can persuasively critically and independently evaluate the acquired knowledge and creatively apply, adapt, innovate and propose procedures for working with the processes of the historical development of written Slovak in school practice, has the ability to creatively and independently solve individual tasks and assignments in a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: the student has very good knowledge of the history of written Slovak to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge and is able to apply it very well

to adapt and innovate the procedures of working with the processes of the historical development of written Slovak in school practice, has the ability to independently solve individual tasks and assignments in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge of the history of written Slovak to the required extent, organises the facts presented appropriately, can reliably apply the acquired knowledge and adapt existing procedures for working with the processes of the historical development of written Slovak in school practice, solves individual tasks and assignments reliably, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of the history of written Slovak and to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of the processes of the historical development of written Slovak in school practice, satisfactorily solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of the history of written Slovak to the required extent, can apply the acquired knowledge and existing procedures of working with the processes of the historical development of written Slovak in school practice and has deficiencies in the arrangement of facts, solves individual tasks and assignments at a satisfactory level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of the history of written Slovak to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge in school practice, cannot solve individual tasks and assignments, cannot self-study.

Learning outcomes:

Learning outcomes are manifested in the actualizing application of knowledge in school practice and in its application in comprehensive education. The acquired knowledge forms a logical picture of the history and development of the national language, its application in literary communication and its functioning as a modern written means of expression. The graduate is able to evaluate in his/her working practice the individual historical stages of the development of the written Slovak language with regard to the productivity or unproductivity of certain rules and elements of the language. On the basis of the acquired knowledge, skills and competences, the student is able to logically interpret the established knowledge and contexts of the historical development of written Slovak in the educational process and in the context of cultural communication. On the basis of logically justified historical contexts about the history of the language, the student can analyse and critically evaluate new and comparatively acquired knowledge, apply it in the educational process and can transfer it to other areas of critical thinking about the history of the Slovak language and Slovak culture.
Knowledge, skills, competences can be creatively applied in the school environment in the position of a teacher of lower and higher secondary education. On the basis of problem-solving tasks, the student has acquired the skills to actively acquire information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. He/she also has a number of transferable skills, e.g. analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills, etc.

Class syllabus:

1. Periodization of the history of written Slovak. Current interdisciplinary approaches to research on the history of Slovak.
2. Prehistoric period: pre-Great Moravian, Great Moravian and post-Great Moravian period of the history of the national language and the extinction of the Great Moravian tradition.
3. The pre-writing period. The emergence and development of Slovak nationality and Slovak writing, the use of the vernacular language, Latin, Church Slavonic, Czech, German in Slovak writing.
4. Formation of cultural pre-writing formations of the national language, the use of cultivated forms of Slovak, the language of the Church and the literary language of the Slovaks.
5. The Camaldolese Bible and the spread of the West Slovak variant. Orthography principles in the pre-writing period of the development of Slovak.
6. Bernolák's period. Orthography principles.
7. Štúr's codification. Orthography principles.
8. Reform, matrix and Martin period. Personalities of linguistics and main orthography principles.
9. The interwar period, a new stage in language policy. Personalities of linguistics.
10. History of Slovak language and personalities of Slovak linguistics after 1945. Socio-political contexts and written Slovak after 1968 and after 1993. Codification of the written language and codification manuals.
11. Characteristic features of language policy in the present: areas of practical use of knowledge from the history of Slovak language in the present in professional, popular and educational contexts.
The educational objective of the course will be to present a basic summary of the latest knowledge about the periodization stages and key moments in the history of the Slovak language. By completing the course, the student will gain an overview, acquire and remember the logical sequence of knowledge about the main historical-periodization stages in which Slovak was used in oral and written communication in the pre-writing and writing periods. Emphasis will be placed on the formation of cultural pre-writing formations of the national language, the emergence and use of a national, cultivated and codified form of Slovak as the existential form of the national language. The historical fate of the Slovak language from the founding Bernolak and Štúrovo codification to the current modern period will be brought to the fore. On the basis of the acquired knowledge, the student will be able to synoptically and systematically interpret the most important milestones in the historical development of the Slovak language and will be able to apply this knowledge in specific current culturally and socially determined situations, as well as in the educational process. The stratification of the topics of the course will enable the student to gradually acquire a basic overview of the history of Slovak language and the participation of dialect stratification in the cultivation and formation of the national linguistic awareness of Slovaks. The set of topics will provide the student with the necessary set of knowledge, supporting the formation of creative and synthesizing skills, which are necessary especially in terms of graduate profiling. Successful completion of the course will give the student the competence to orient himself/herself in the issues of the history of the national language and to think critically about the individual historical stages of Slovak linguistic thought. The course will create a space for a complementary and interdisciplinary approach necessary for the formation and development of a comprehensively prepared personality of the graduate, who, according to the profile, will possess skills focused on the history of research on the subject of his/her professional profile, with overlaps also into the areas of the development of the Slovak language, the history of written and literary culture and the history of linguistic thought. The student will acquire the prerequisites and motivation to develop the skills necessary for further self-study and critical thinking about the irreplaceable contribution of Slovaks in shaping the history of thinking about the national language also in the context of European cultural unity based on the diversity of languages and cultures.

The course will lead the student to active acquisition of information and effective use of cross-cutting and specialised knowledge about the history of written Slovak. It will consolidate and develop the student's skills of formulation and argumentation. It will stimulate the ability to design and implement innovative solutions to professional problems on the basis of argumentative foundations, to modify one's knowledge in doing so, and to use creatively the appropriate and appropriate methods of the discipline. The student will also consolidate and develop communicative competences, the ability to interpret facts correctly, to take responsibility for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KAČALA, J. – KRAJČOVIČ, R. 2011. Prehľad dejín spisovnej slovenčiny. 2. upravené a doplnené vydanie. Martin: Matica slovenská. 233 s. ISBN 978-80-8128-006-1.

PAULINY, E. 1983. Dejiny spisovnej slovenčiny od začiatkov po súčasnosť. Bratislava: Slovenské pedagogické nakladateľstvo. 254 s. (selected sections)

Recommended readings:

ŽEŇUCH, P. 2020. Byzantsko-slovanská tradícia v staršom období vývinu slovenskej kultúry. In: Konštantínove listy, roč. 13, č. 1, s. 112 – 125.

ŽEŇUCH, P. 2019. Staroslovienčina a cirkevná slovančina – lingua franca. In: Historická revue, roč. 30, č. 6, s. 6 – 11.

ŽEŇUCH, P. 2016. Formovanie byzantsko-slovanskej konfesionálnej identity v staršom období slovenských kultúrnych dejín. In: Konštantínove listy, roč. 9, č. 1, s. 199 – 209.

Available on: http://www.constantinesletters.ukf.sk/images/issues/2016_v9_iss1/CL_v9_iss1_199to209.pdf

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 226

A	ABS	B	C	D	E	FX
33,63	0,0	30,09	20,8	9,73	4,42	1,33

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde014/22	**Course title:** Inclusive education
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisites for successful completion of the course:
The course ends with an assessment, weighting of the interim and final assessment 100/0
- participation in class or active involvement in discussions (30 points);
- group presentation of a selection of topics (30 points)
The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice.
- group seminar paper on the topic of the presentation (40 points)
The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/ or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole.
The rating is awarded on a scale:
A 100 - 91% (excellent - outstanding results),
B 90 - 81% (very good - above average standard),
C 80 - 73% (good - normal reliable operation),
D 72 - 66% (satisfactory - acceptable results),
E 65 - 60% (sufficient - results meet minimum criteria),

Fx 59% or less (insufficient).
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.
A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education , can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.
A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the training is for students to understand the differences between school integration and inclusion and to acquire relevant theoretical knowledge and practical skills related to the concept of Inclusive education for children with disabilities or with any social, cultural, linguistic, health and other disadvantages in mainstream education. The graduate will gain insight into the sociological critique of special pedagogy and the potential for using the knowledge of special pedagogy and various other pedagogical approaches in Inclusive education and be able to critically evaluate their usefulness or, conversely, their risks. The student will also be briefly acquainted with the specifics of education (with regard to individual disabilities or disadvantages) in the mainstream school system. They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
Brief outline of the course:
1. Defining Inclusive education and the arguments for and against Inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of Inclusive education to special education;
5. Inclusion index and teacher collaboration;

6. The inclusion index and collaboration with parents as a tool for inclusion;
7. National and international legal documents on Inclusive education;
8. Systemic mechanisms leading to segregation of children with special educational needs and Roma children;
9. Examples of good practice of inclusive schools in Slovakia;
10. Examples of good practice in Inclusive education: the Dalton Plan and Inclusive education; Maria Montessori pedagogy and Inclusive education; Susan Kovalik's Integrated Thematic Teaching and Inclusive education; other alternative pedagogical approaches and Inclusive education.

Recommended literature:

Recommended reading:

BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ. Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6 https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inklzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6 https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1

DRÁĽ, P., FINDÓR A. eds., (2008). Ako skúmať národ: Deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU. s. 188-224. ISBN 978-80-7399-752-6 http://forumhistoriae.sk/documents/10180/20872/ako_skumat_narod.pdf

HALL, R., DRÁĽ, P., FRIDRICHOVÁ, P., HAPALOVÁ, M., LUKÁČ, S., MIŠKOLCI, J., VANČÍKOVÁ, K. ed., (2019). Analýza zistení o stave školstva na Slovensku. Bratislava: MESA 10 https://analyza.todarozum.sk/docs/19070214440001hmj1/

HAPALOVÁ, M., KRIGLEROVÁ, E. G. (2013). O krok bližšie k inklúzii. Bratislava: Člověk v tísni Slovensko a CVEK, 352 s. ISBN: 978-80-971343-0-3, http://cvek.sk/o-krok-blizsie-k-inkluzii/

HORŇÁKOVÁ, M. (2014). Kroky k inkluzívnej škole. Ružomberok: Verbum. 160 s. ISBN: 978-80-561-0187-2

JURSOVÁ ZACHAROVÁ, Z, LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave.199 s. ISBN 978-80-223-4814-0 https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf

KRHUTOVÁ, L. (2013). Úvod do disability studies. Ostrava: Ostravská univezita v Ostravě, 154 s. ISBN 978-80-7464-288-3

KRIGLEROVÁ, E. G. ed., (2015). Kľukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/

LECHTA, V. ed., (2010). Základy inkluzivní pedagogiky: Díte s postižením, narušením a ohrožením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7

VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde014/22	Inclusive education

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course ends with an assessment, weighting of the interim and final assessment 100/0
- participation in class or active involvement in discussions (30 points);
- group presentation of a selection of topics (30 points)
The individual groups will be divided according to the following topics: 1) Inclusive education and the Dalton Plan; 2) Inclusive education and Maria Montessori's Pedagogy; 3) Inclusive education and Susan Kovalik's Integrated Thematic Teaching; 4) Inclusive education and another alternative pedagogical approach of their choice. Each group has to present in an engaging way a general description of the chosen pedagogical approach; present several concrete examples of pedagogical or didactic activities from this approach; demonstrate at least one activity (relevant for the 2nd grade of primary or secondary school) in the classroom; evaluate the usefulness and relevance of this approach for Inclusive education; provide basic information about schools in Slovakia that apply these pedagogical approaches in practice.
- group seminar paper on the topic of the presentation (40 points)
The seminar paper will be co-authored by all members of the group who will present on the topic. The assignment is to present (approx. 10 standard pages) the pedagogical approach about which the group presented in class and analytically and critically evaluate its usefulness in pedagogical practice in relation to Inclusive education with a focus on the second level of primary and/ or secondary schools in the Slovak Republic, or to discuss its advantages, disadvantages and limitations. It is to be a seminar paper based on a critical analysis of the literature. It should therefore not be exclusively descriptive work, but also analytical. The aim is to critically and argumentatively evaluate the usefulness of the approach in relation to Inclusive education. One of the criteria of the thesis is coherence, i.e. the unity of the thesis as a whole.
The rating is awarded on a scale:
A 100 - 91% (excellent - outstanding results),
B 90 - 81% (very good - above average standard),
C 80 - 73% (good - normal reliable operation),
D 72 - 66% (satisfactory - acceptable results),
E 65 - 60% (sufficient - results meet minimum criteria),

Fx 59% or less (insufficient).
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
For a grade of A, the student needs to produce consistently excellent results, be capable of independent study, and be able to reflect on the problems presented. The student can critically evaluate the information presented, identify problems and propose original solutions, can select relevant sources for his/her studies, can analyse and select professional or scientific information, is familiar with theoretical and empirical knowledge in the field of Inclusive education and can apply it in his/her pedagogical practice. At the same time, students are able to work in a team and collaborate on assignments.
A grade of B means that the student achieved above average results throughout the semester, was able to study independently, knows basic information about Inclusive education , can navigate the literature, and can apply the knowledge gained to practice in working with children and students, but there are also shortcomings in his critical and creative thinking. At the same time, students are able to work in a team and collaborate on assignments.
A grade of C means that the student has performed standardly well during the semester, his or her theoretical knowledge of the subject is at a good level, but the ability to apply this knowledge, critically evaluate and compare individual literary sources is lacking. There are more weaknesses in critical and inductive thinking as well as in group work.
The grade D means that the student was less prepared during the semester, has slight deficiencies in theoretical knowledge related to the subject of education and has more problems in independent implementation work, as well as in group work, cannot critically analyze information and has problems applying knowledge to practice.
A grade of E means that the student fails in more than one of the assignments, lacks the ability to analyze and compare multiple pieces of knowledge, and fails to think critically and apply theoretical knowledge to practice, but is proficient in most of the theoretical knowledge in the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the training is for students to understand the differences between school integration and inclusion and to acquire relevant theoretical knowledge and practical skills related to the concept of Inclusive education for children with disabilities or with any social, cultural, linguistic, health and other disadvantages in mainstream education. The graduate will gain insight into the sociological critique of special pedagogy and the potential for using the knowledge of special pedagogy and various other pedagogical approaches in Inclusive education and be able to critically evaluate their usefulness or, conversely, their risks. The student will also be briefly acquainted with the specifics of education (with regard to individual disabilities or disadvantages) in the mainstream school system. They will also be able to assess, analyse and compare information, be able to think critically and evaluate individual examples of good practice and generalise knowledge.

Class syllabus:
Brief outline of the course:
1. Defining Inclusive education and the arguments for and against Inclusive education;
2. Disability and ethnicity as social constructs;
3. The difference between inclusion and integration;
4. The relationship of Inclusive education to special education;
5. Inclusion index and teacher collaboration;

6. The inclusion index and collaboration with parents as a tool for inclusion;
7. National and international legal documents on Inclusive education;
8. Systemic mechanisms leading to segregation of children with special educational needs and Roma children;
9. Examples of good practice of inclusive schools in Slovakia;
10. Examples of good practice in Inclusive education: the Dalton Plan and Inclusive education; Maria Montessori pedagogy and Inclusive education; Susan Kovalik's Integrated Thematic Teaching and Inclusive education; other alternative pedagogical approaches and Inclusive education.

Recommended literature:

Recommended reading:

BAGALOVÁ, Ľ., BIZÍKOVÁ, Ľ., FATULOVÁ. Z. (2015). Metodika podporujúca inkluzívne vzdelávanie v školách. Bratislava: ŠPÚ, 154 s. ISBN: 978-80-8118-143-6 https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf

BOOTH, T., AINSCOW, M. (2019). Index inklúzie: Príručka na rozvoj škôl s dôrazom na inklzívne hodnoty. Bratislava: Nadácia pre deti Slovenska, 244 s. ISBN: 978-80-89403-19-6 https://www.ktochyba.sk/skola/dockali-sme-sa-slovenskeho-vydania-1

DRÁĽ, P., FINDÓR A. eds., (2008). Ako skúmať národ: Deväť štúdií o etnicite a nacionalizme. Brno: Tribun EU. s. 188-224. ISBN 978-80-7399-752-6 http://forumhistoriae.sk/documents/10180/20872/ako_skumat_narod.pdf

HALL, R., DRÁĽ, P., FRIDRICHOVÁ, P., HAPALOVÁ, M., LUKÁČ, S., MIŠKOLCI, J., VANČÍKOVÁ, K. ed., (2019). Analýza zistení o stave školstva na Slovensku. Bratislava: MESA 10 https://analyza.todarozum.sk/docs/19070214440001hmj1/

HAPALOVÁ, M., KRIGLEROVÁ, E. G. (2013). O krok bližšie k inklúzii. Bratislava: Člověk v tísni Slovensko a CVEK, 352 s. ISBN: 978-80-971343-0-3, http://cvek.sk/o-krok-blizsie-k-inkluzii/

HORŇÁKOVÁ, M. (2014). Kroky k inkluzívnej škole. Ružomberok: Verbum. 160 s. ISBN: 978-80-561-0187-2

JURSOVÁ ZACHAROVÁ, Z, LEMEŠOVÁ, M., MIŠKOLCI, J., CABANOVÁ, K., HORVÁTHOVÁ, Ľ., SOKOLOVÁ, L. (2019). Postoje, inklúzia a predsudky v slovenských školách. Bratislava: Vydavateľstvo Univerzity Komenského v Bratislave.199 s. ISBN 978-80-223-4814-0 https://www.havava.eu/accounts/Zlatica/Predsudky_inkluzia_monog_JZ_Final.pdf

KRHUTOVÁ, L. (2013). Úvod do disability studies. Ostrava: Ostravská univezita v Ostravě, 154 s. ISBN 978-80-7464-288-3

KRIGLEROVÁ, E. G. ed., (2015). Kľukaté cesty k inklúzii na Slovensku. Bratislava: CVEK, 85 s. http://cvek.sk/wp-content/uploads/2015/12/Klukate-cesty.indd_.pdf

KRIGLEROVÁ, E. G., GAŽOVIČOVÁ, T. eds. (2012). Škola pre všetkých? Inkluzívnosť opatrení vo vzťahu k rómskym deťom. Bratislava: CVEK. 107 s. ISBN: 978-80-970711-4-1 http://cvek.sk/skola-pre-vsetkych-inkluzivnost-opatreni-vo-vztahu-k-romskym-detom/

LECHTA, V. ed., (2010). Základy inkluzivní pedagogiky: Díte s postižením, narušením a ohrožením ve škole. Praha: Portál, 440 s. ISBN: 978-80-7367-679-7

VANČÍKOVÁ, K., SABO, R. a kol. (2018). Inkluzívne vzdelávanie – Skúsenosť slovenských škôl. Banská Bystrica: Belianum, ISBN: 978-80-557-1481-3

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 157

A	ABS	B	C	D	E	FX
42,04	0,0	37,58	12,1	3,82	1,27	3,18

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde023/22	Integrative and inclusive pedagogy

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

Number of credits: 4

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50.
During the semester, students will prepare and present a seminar paper on selected current topics (max. 30 points). Students' activity during discussions is also assessed (max. 20 points). The final examination will be conducted in oral form (max. 50 points).
For an overall grade of A, you need at least 91 points, for a grade of B at least 81 points, for a grade of C at least 73 points, for a grade of D at least 66 points and for a grade of E at least 60 points. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

Learning outcomes:

Learning outcomes:
The aim of the Integrative and Inclusive Pedagogy course is to provide students with the theoretical knowledge and practical competencies related to integrative/inclusive education of children with disabilities or any social, cultural, linguistic, health or other disadvantages in mainstream education. By completing the course, students will gain important theoretical knowledge necessary for the work of a teacher in inclusive conditions of schools with lower and upper secondary education. They will understand the particularities of pupils with special educational needs (SEN), whether they are pupils with disabilities, social deprivation, but also exceptionally gifted pupils. They will be able to react sensitively to their needs, to participate competently in the school advisory team and will also acquire the ability to develop and implement individual educational programmes for this group of pupils (they will be able to apply the necessary resources, strategies and methods).
Transferable competences: continuous development of communication competences

Class syllabus:

Brief outline of the course:
1. Introduction to the subject - terminological definition; relationship between integration and inclusion; brief history of integration/inclusion; current legislative framework for inclusive education.
2. Possible barriers and benefits of pro-inclusive education; attitudes of society towards inclusive education; factors influencing inclusive education.
3. Creating a social climate supportive of inclusion for every pupil. Creating a classroom community.
4. Specifics of education of disabled pupils in inclusive conditions. Background, problems, challenges.
5. Inclusive education of pupils with multiple disabilities. Conditions and strategies for access.
6. Specifics of inclusive education of pupils with social disadvantages. Starting points, problems, challenges.
7. Inclusive education of exceptionally gifted pupils.
8. 8. Development of individual educational programme (IEP) for different types of pupils with special educational needs (SEN)
9. Methods of education in inclusive settings. Methodology supporting inclusive education in schools.
10. Personnel and material conditions ensuring inclusive education.
11. The role of the school guidance system in the integration of pupils with SEN. Cooperation between professionals; cooperation between school and family.

Recommended literature:

Reference sources:

Required reading:

Lechta, V.(ed.) 2016. Inkluzivní pedagogika. 1. vyd. Praha: Portál. 600 s. ISBN 978-80-262-1123-5

Recommended reading:

Bagalová, Ľ.; Bizíková, Ľ.; Fatulová, Z. 2015. Metodika podporujúca inkluzívne vzdelávanie v školách. 1.vyd. Bratislava : ŠPÚ. 154 s. ISBN 978-80-8118-143-6. Dostupné na internete. https://www.statpedu.sk/files/articles/nove_dokumenty/projekty/eea_grants/metodika-podporujuca-inkluzivne-vzdelavanie-skolach.pdf-

Hrebeňárová, L., Žolnová, J., Hučík, J., Hučíková, A. (2015): Vybrané oblasti inkluzívnej edukácie žiakov so špeciálnymi výchovno-vzdelávacími potrebami v primárnom vzdelávaní. Vydavateľstvo Prešovskej univerzity v Prešove, Prešov. ISBN 978- 80-555 1457-4. Dostupné na internete: https://www.researchgate.net/publication/309012363_Vybrane_oblasti_inkluzivnej_edukacie_ziakov_so_specialnymi_vychovno-vzdelavacimi_potrebami_v_primarnom_vzdelavani.pdf

Lechta, V. 2010. Základy inkluzívní pedagogiky - dítě s postižením, narušením a ohrožením ve škole. Praha: Portál, 2010

Špotáková, M. a kol. 2018. Od integrácie k inklúzii. 1.vyd. Bratislava : VÚDPaP. ISBN 978-80-89698-27-1. Dostupné na internete: https://www.minedu.sk/data/att/14615.pdf

Vančová, A. 2010. Základy integratívnej (inkluzívnej) špeciálnej pedagogiky. Bratislava: Iris, 2010.

Zemančíková, V. Dieťa z odlišného socio-kultúrneho prostredia v predškolskej edukácii z aspektu sociálnej pedagogiky. Pedagogika.sk. roč. 12, č. 3. s. 177-183. ISSN ISSN 1338 – 0982 Dostupné na internete: http://www.casopispedagogika.sk/rocnik-12/cislo-3/Pedagogika%202021.3.pdf

Languages necessary to complete the course:

Slovak and Czech

Notes:

Past grade distribution

Total number of evaluated students: 42

A	ABS	B	C	D	E	FX
40,48	0,0	45,24	7,14	0,0	7,14	0,0

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

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde004/22	Interactive methods of teaching educational disciplines

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

Number of credits: 4

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects:
Prerequisites for successful completion of the course:
The course is completed by examination, the ratio of midterm/final assessment is 50/50.
During the semester students have to prepare 2 seminar papers of 25 points each (according to the teacher's assignment; one of them can be a micro-output focused on direct teaching with a selected interactive educational method, the other one can be a review of a selected professional publication dealing with an interactive teaching method). As part of the final assessment of the course, students will complete a written and/or oral examination (50 points). In total, students can obtain a maximum of 100 points.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in the issue of interactive teaching methods and can also critically analyze and evaluate them and can consider their use and implementation with implications for practice.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop, enrich with own ideas, but only in specific selected problems and not generalizing, is oriented in the issue of interactive teaching methods current and can also critically evaluate them and can consider their use and implementation with implications for practice.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented

in the issues of interactive teaching methods current, but lacks their critical and generalizing evaluation.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in the issue of interactive teaching methods is limited to specific areas, their critical evaluation is absent.
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, there is no critical analysis and development of own ideas, the orientation in the issue of interactive teaching methods is limited to specific areas, there is no critical evaluation and generalization,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in the issue of interactive teaching methods is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:
Learning outcomes:
By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of interactive teaching methods, will be familiar with and be able to apply (in the specific outcomes of the course) specific interactive teaching methods in pedagogical disciplines. Students will also be able to reflect on the adequacy of the use of specific interactive educational methods depending on the teaching paradigm/strategy they choose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences

Class syllabus:
Brief outline of the course:
The course focuses on the theoretical-applicational analysis of interactive teaching methods and practices (and their relation to the transmissive versus (social-)constructivist paradigm of teaching), on the characteristics and practical demonstrations of individual interactive teaching methods and the possibilities of their use in teaching pedagogical disciplines. It emphasizes the existence of a significant connection between the philosophy of educational concepts, concepts of teaching and the chosen interactive educational methods.
Content structure of the course: definition of the terms educational (teaching) method and interactive educational method. The position of interactive educational methods in the teaching of pedagogical disciplines and their importance in education today. Classification of teaching methods. Possibilities of classification of interactive educational methods. Characteristics of selected interactive methods. Possibilities and criteria for selecting adequate interactive methods in teaching specific pedagogical disciplines. Practical examples of some interactive teaching methods. Specifics of instructional design (preparation for teaching) with the use of interactive educational methods in relation to the chosen paradigm/strategy of teaching in the teaching of pedagogical disciplines. Evaluation of the effectiveness of the used interactive methods.

Recommended literature:
Required reading:

TÓBLOVÁ, E. 2019. Aktivizujúce vyučovacie metódy – analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského v Bratislave, 2019. 1. vydanie, 146 s., ISBN 978-80-223-4817-1
Recommended reading:
ČAPEK, R. 2015. Moderní didaktika. Lexikon výukových a hodnoticích metod. Praha. Grada. 2015. 624s. ISBN 978-80-247-3450-7
FULKOVÁ, E. 2011. Teoretické východiská využívania aktivizujúcich metód vo vyučovacom procese. In Aktuálne otázky pedagogiky. Bratislava: Univerzita Komenského v Bratislave, 2011. ISBN 978-80-223-3121-0.
HANULIAKOVÁ, J. Inovatívne stratégie aktivizujúceho vyučovania. 95 s., VŠ DTI ISBN 978-80-8222-006-6
JANKOVCOVÁ, M., PRŮCHA, J., KOUDELA, J. 1989. Aktivizující metody v pedagogické praxi středních škol. Praha : SPN, 1989. ISBN 80-04-23209-4.
KOLEŇÁKOVÁ, Š. (ed.), 2019. Inovatívne trendy odborových didaktík. Prepojenie teórie a praxe výučbových stratégií kritického a tvorivého myslenia. Zborník štúdií z medzinárodnej vedeckej konferencie. Nitra: PF UKF, s.12-19. ISBN 978-80-558-1408-7
KOSTRUB, D. 2008. Dieťa/žiak/študent – učivo - učiteľ, didaktický trojuholník alebo bermudský trojuholník? Prešov : Rokus, 2008, 169 s. ISBN 978-80-89055-87-6.
KOSTRUB, D., SEVERINI, E., REHÚŠ, M. 2012. Proces výučby a digitálne technológie. 1. vyd. Bratislava/Martin : Alfa print, s. r. o., 2012. 110 s. ISBN 978- 80-971081-6-8.
KOSTURKOVÁ, M. - FERENCOVÁ, J. 2019. Stratégie rozvoja kritického myslenia. Kritické argumentovanie, debatovanie, písanie a organizovanie poznatkov. Bratislava: Wolters Kluwer, 2019, 236 s. 978-80-571-0049-2
KOTRBA, T., LACINA, L. 2007. Praktické využití aktivizačních metod ve výuce. Brno: Barrister&Principial, 186 s., ISBN 808-702-912-7
KOTRBA, T., LACINA, L. 2011. Aktivizační metody ve výuce. Príručka moderního pedagoga. Brno: Barrister&Principial, 188 s., ISBN 978-80-8747-434-1
TÓBLOVÁ, E. 2021. Research of activating methods application in pedagogical disciplines from the perspective of teachers and students . INTED 2021, 15 [Valencia, Španielsko] In: INTED Proceedings 2021: 15th International Technology, Education and Development Conference , 1. vyd. – Valencia (Španielsko) : IATED, 2021. – ISBN 978-84-09-27666-0. – ISSN 2340-1079, s. 4077-4086 [online]
TOMENGOVÁ, A. 2012. Aktívne učenie sa žiakov-stratégie a metódy. Bratislava : MPC, 2012, 64 s. ISBN 978-80-8052-421-0.
TÓTHOVÁ, R. 2014. Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Bratislava: MPC, 2014, 87 s. ISBN 978-80-565-0004-0.
TÓTHOVÁ, R.-KOSTRUB, D. - FERKOVÁ, Š. 2017. Žiak, učiteľ a výučba (všeobecná didaktika učiteľstva). Prešov: Rokus, 2017, 370 s. ISBN 978-80-89510-61-0.
TUREK, I. 2014. Didaktika. Bratislava: Iura Edition , 2014. ISBN 978-80-8168-004-5

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 79

A	ABS	B	C	D	E	FX
41,77	0,0	29,11	13,92	6,33	7,59	1,27

Lecturers: Mgr. Barbora Jaslovská, PhD.

Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde021/22	**Course title:** Learning theories and concepts of teaching
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisites for successful completion of the course:
The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester (basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade.
Characteristics of student performance:
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.
E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.
Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning objectives and outcomes:
By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.
Transferable competences:
In solving, presenting and discussing the results of the continuous and semester assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice. Students will know and be able to apply theories, concepts, strategies and methods for the continuous development of intra and interpersonal communicative, organizational, (self-)cognitive competences.

Class syllabus:

Brief outline of the course:
The contents of the course are theories of learning, which can be understood as the basis for the design of teaching in which learning will take place. After an introduction to the learning process, students will be introduced to associative learning theory, behavioural theories of learning, constructivist theories and social learning theories. For each theory, the focus will be on the actual application of knowledge to the planning and delivery of instruction. Students will understand the basic principles and be able to identify and analyse different theories in terms of school and didactic practice.

In addition to traditional theories of learning and concepts of teaching, students will also become familiar with current and alternative theories of the 20th and 21st centuries, which can be classified as modern approaches in education in the theoretical background of Slovak and foreign authors.
Topics:
1. An introduction to learning theories and concepts of teaching. Basic concepts, terminology. Overview of all learning theories.
2. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist and constructionist concepts of teaching; Constructivism and constructionism as a theory of cognition; Foundations of constructivism/constructionism and socio-cognitive constructivism/constructionism in the theories of J. Piaget and L. S. Vygotsky, K.R. Popper. Didactic application in teaching.
3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

Recommended literature:

Recommended reading:
Compulsory reading:
TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)
Recommended reading:
BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5
ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7
FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7
HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017, Brno: Masarykova univerzita, s. 843-852. ISBN 978-80-87952-22-1.
ROVŇANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817
TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0
ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0
ZORMANOVÁ, L. (2012). Výukové metody v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 969

A	ABS	B	C	D	E	FX
58,2	0,0	22,29	10,73	4,02	2,37	2,37

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZde021/22	**Course title:** Learning theories and concepts of teaching
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisites for successful completion of the course:
The weighting of the interim and final evaluation is 50/50. The course is completed by examination. As part of the interim assessment, students will produce interim work during the semester (basic principles of learning theories and concepts of teaching). Interim papers are assessed for 20 points. As part of the midterm assessment, students will develop and present a midterm paper - a conceptual design of a teaching unit using the chosen teaching concept - in a micro-exercise. The final thesis is assessed for 30 points. At the end of the semester, students will complete a colloquial assessment aimed at analysing, evaluating and critically assessing current didactic learning theories and teaching concepts. The final colloquium is assessed for 50 points. Interim, semester and final grades are included in the course grade.
The rating is awarded on a scale:
A (100-94%, excellent - outstanding results),
B (93-86%, very good - above average standard),
C (85-76%, well - normal reliable work),
D (75-68%, satisfactory - acceptable results),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade.
Characteristics of student performance:
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyze, synthesize and assess it (critically evaluate, develop, enrich with own ideas), is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them. The student is able to critically, factually assess and evaluate solutions presented by others.
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, but only in specifically selected problems and not in a generalized

way, is oriented in current learning theories and teaching concepts, can critically analyze and evaluate them.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it appropriately, but lacks development of his/her own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current learning theories and teaching concepts, but lacks critical evaluation.
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development with own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, orientation in the current learning theories and teaching concepts, critical assessment and evaluation is completely absent.
E (65-60%, sufficient - results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts in terms of correctness, there is no critical analysis and development of own ideas, orientation in current learning theories and teaching concepts is limited to specific areas, there is no critical evaluation and generalization.
Fx (59-0%, insufficient - additional work required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outcomes, its application is incoherent, limited to limited contexts, orientation in current learning theories and teaching concepts is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 50/50

Learning outcomes:

Learning objectives and outcomes:
By completing the course, students will acquire knowledge about pedagogical theories, concepts of learning (to learn). Students will be able to use their knowledge of learning theories in planning and conducting a teaching unit. By completing the course, the student will be competent to carry out analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of didactics, processes of personal-professional development based on cognition and (self-)reflection, will know and be able to apply (in specific micro-course outcomes) the theories, concepts, resources, strategies and methods necessary for this.
Transferable competences:
In solving, presenting and discussing the results of the continuous and semester assignments, students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills. Students will be able to use the acquired knowledge and competences creatively in the study of other pedagogical disciplines and in their future pedagogical practice. Students will know and be able to apply theories, concepts, strategies and methods for the continuous development of intra and interpersonal communicative, organizational, (self-)cognitive competences.

Class syllabus:

Brief outline of the course:
The contents of the course are theories of learning, which can be understood as the basis for the design of teaching in which learning will take place. After an introduction to the learning process, students will be introduced to associative learning theory, behavioural theories of learning, constructivist theories and social learning theories. For each theory, the focus will be on the actual application of knowledge to the planning and delivery of instruction. Students will understand the basic principles and be able to identify and analyse different theories in terms of school and didactic practice.

In addition to traditional theories of learning and concepts of teaching, students will also become familiar with current and alternative theories of the 20th and 21st centuries, which can be classified as modern approaches in education in the theoretical background of Slovak and foreign authors.
Topics:
1. An introduction to learning theories and concepts of teaching. Basic concepts, terminology. Overview of all learning theories.
2. Selected teaching concepts. Introduction to the concepts of teaching; Verbal-narrative teaching; Problem-based teaching; Cooperative teaching; Constructivist and constructionist concepts of teaching; Constructivism and constructionism as a theory of cognition; Foundations of constructivism/constructionism and socio-cognitive constructivism/constructionism in the theories of J. Piaget and L. S. Vygotsky, K.R. Popper. Didactic application in teaching.
3. Transmission versus construction in the implementation of instruction. Basic features of two antagonistic approaches to teaching - Behaviorism vs. constructivism; Deductive, inductive and participatory approaches in teaching.
4. Modern approaches in education - strategies and methods The concept of activating teaching methods; Classification of teaching methods and their characteristics - logical learning procedures; Characteristics of selected methods, Determination of the optimal choice of methods.
5. A review of current and alternative learning theories.

Recommended literature:

Recommended reading:
Compulsory reading:
TOTHOVÁ R., KOSTRUB, D., FERKOVÁ Š. (2017). Žiak, učiteľ a výučba (všeobecná didaktika pre študentov učiteľstva). Prešov: ROKUS. ISBN 978-80-89510-61-0 (kapitoly: 5. s. 104-131; 6. s. 132 –179; 8. s.199-223)
Recommended reading:
BERTRAND, Y. (1998). Soudobé teorie vzdělávání. Praha: Portál, 248 s. ISBN 80-7178-216-5
ČAPEK, R. (2015). Moderní didaktika. 1. vydání. Praha: Grada Publishing, a. s., 608 s. ISBN 978-80-247-3450-7
FISHER, R. (2011). Učíme děti myslet a učit se. Praha: Portál, 176 s. ISBN 978-80-26200-43-7
HANULIAKOVÁ, J. Aktivizujúce vyučovanie. 1. vydanie. Bratislava: PhDr. Milan Štefanko – IRIS, 2015. 127 s. ISBN 978-80-8153-036-4
KOSTRUB, D. (2008). Dieťa/žiak/študent – učiteľ – učivo, didaktický alebo bermudský trojuholník? Prešov: ROKUS, 169 s. ISBN 978-80-89055-87-6
OSTRADICKÝ, P. (2017). Interakčný príklon vs. interakčný odklon vo vyučovaco-učebných činnostiach výučby. In MMK 2017, Brno: Masarykova univerzita, s. 843-852. ISBN 978-80-87952-22-1.
ROVŇANOVÁ, L. (2015). Vyučovacie prístupy v pregraduálnej príprave budúcich učiteľov. In: Edukácia, ročník 1, číslo 1, 2015, s. 225-234
TÓBLOVÁ, E. (2019). Aktivizujúce vyučovacie metódy. Analýza využívania aktivizujúcich metód. Bratislava: Univerzita Komenského, 146 s., ISBN 978-80-223-4817
TÓTHOVÁ, R. (2014). Konštruktivistický prístup vo výučbe ako možnosť rozvoja myslenia žiakov. Metodicko pedagogické centrum, 90 s. Bratislava. ISBN: 978-80-565-0004-0
ZELINA, M. (2000). Alternatívne školstvo. Bratislava: IRIS, 255 s. ISBN 80-88778-98-0
ZORMANOVÁ, L. (2012). Výukové metody v pedagogice. Praha: Grada Publishing, a. s., 160 s. ISBN 978-80-247-4100-0

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 969

A	ABS	B	C	D	E	FX
58,2	0,0	22,29	10,73	4,02	2,37	2,37

Lecturers: Ing. Eva Tóblová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde020/16	Literary excursion

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 138

A	ABS	B	C	D	E	FX
96,38	0,0	3,62	0,0	0,0	0,0	0,0

Lecturers:

Last change: 05.04.2016

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde020/16	Literary excursion

Educational activities:
Type of activities: excursion
Number of hours:
per week: **per level/semester:** 12s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 138

A	ABS	B	C	D	E	FX
96,38	0,0	3,62	0,0	0,0	0,0	0,0

Lecturers: Mgr. Mária Halašková, PhD.

Last change: 05.04.2016

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde004/22	Master thesis seminar

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

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.
Fx (59-0%, insufficient - extra work required).

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis.
The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

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

Recommended literature:
Recommended reading:
Výber odbornej literatúry podľa zvolenej témy práce;
Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVĆÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978–80–223–2951–4 (dostupné na: http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php)
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454
STAROŇOVÁ, K.(2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.

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

Notes:

Past grade distribution
Total number of evaluated students: 888

A	ABS	B	C	D	E	FX
65,43	0,0	20,27	9,23	2,36	1,69	1,01

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde004/22	Master thesis seminar

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

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student's task is to solve the assignments given continuously during the semester and to hand in the final thesis project at the end of the midterm evaluation. The student actively participates in presenting and discussing solutions to the interim assignments in seminars, for which he/she receives points (20%). The solution of each interim assignment, which is handed in on the due date, is evaluated with points (40%). The student receives points (40%) for the final thesis project at the end of the interim assessment. All points will be added together at the end of the interim assessment. To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student actively works on continuous assignments, participates in the presentation and discussion of the assignments in seminars. Reflects both critically and creatively on interim assignments. He/she is able to produce a final thesis project at an excellent level.
B (90-81%, very good - above average standard), the student actively works adequately on the continuous assignments, participates in the presentation and discussion of the given assignments in seminars. He/she reflects adequately on the intermediate assignments and is able to produce a final thesis project at a very good level.
C (80-73%, good - normal reliable work), the student has performed standardly well during the semester, their theoretical knowledge is at a good level, but they lack the ability to critically apply this knowledge. The final thesis project is done at a good level.
D (72-66%, satisfactory - acceptable results), the student was less prepared during the semester, has slight deficiencies in theoretical knowledge. Cannot critically analyze information. He/she prepared the final thesis project at a satisfactory level.
E (66-60%, sufficient - the results meet the minimum criteria), the student has limited theoretical knowledge, is unable to critically analyze this knowledge, is only minimally able to apply the knowledge. Intermediate tasks meet the minimum criteria, as well as the development of the final thesis project.
Fx (59-0%, insufficient - extra work required).

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students theoretically and practically with the principles and procedures that need to be mastered for the successful preparation of a diploma thesis.
The student is able to define the topic or research problem of his/her own thesis, can correctly determine the methods of its processing, gains the ability to work selectively and correctly with the professional literature on the chosen topic. He/she is able to process the current state of the solved problem. Knows the individual parts of the final thesis. Is able to select appropriate research tools, evaluate the data obtained and analyse them. In the practical orientation of the thesis, he/she can make recommendations for practice. Is able to prepare and present the results of the thesis and is able to respond to questions on the thesis in discussion.

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

Recommended literature:
Recommended reading:
Výber odbornej literatúry podľa zvolenej témy práce;
Aktuálna smernica rektora UK o základných náležitostiach záverečných prác;
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVĆÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského, ISBN 978–80–223–2951–4 (dostupné na: http://www.e-metodologia.fedu.uniba.sk/index.php/autori/zoznam.php)
LICHNEROVÁ, L. (2016). Písanie a obhajoba záverečných prác. Bratislava: Stimul. 85 s. ISBN 978-80-8127-155-7
KATUŠČÁK, D. (2013). Ako písať záverečné a kvalifikačné práce. Nitra: Enigma, 162 s. ISBN 8089132454
STAROŇOVÁ, K.(2011). Vedecké písanie: ako písať akademické a vedecké texty. Bratislava: Osveta. 248 s. ISBN 978-80-8063-359-2.

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

Notes:

Past grade distribution
Total number of evaluated students: 888

A	ABS	B	C	D	E	FX
65,43	0,0	20,27	9,23	2,36	1,69	1,01

Lecturers: Mgr. Pavol Makyna, PhD., doc. PaedDr. Martina Šipošová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., doc. Mgr. Jaroslav Šrank, PhD., Mgr. Miroslava Repiská, PhD., Mgr. Michal Bizoň, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-VUZšt009/15	**Course title:** Master`s thesis defence
Number of credits: 14	
Educational level: II.	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

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

A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, except for the state examination and (c) without disciplinary proceedings being conducted against him/her.

The student receives 14 credits for the successful defence of the diploma thesis (credits counted in the VUZ study plan).

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

- Demonstrate the student's ability to integrate knowledge, manage complexity, and formulate decisions with incomplete or limited information, while still embracing the social and ethical responsibilities associated with the application of their knowledge and decisions;
- Demonstration of the ability to communicate conclusions, findings and rationale clearly and unambiguously to both expert and lay audiences;
- elaboration of the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures, hypotheses/research questions that can be verified. At the same time, the thesis must make a contribution to the specific field.

The rating is awarded on a scale:

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

A student is evaluated with the FX grade if he/she has fulfilled the requirements for the grade only at a level not exceeding 60% of the total highest possible level of fulfilling the requirements for passing the subject of the state examination - defence of the diploma thesis. In the same way, a student shall be evaluated with an FX if he/she has submitted a thesis in violation of paragraph 7 of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 or has submitted a thesis that does not substantially meet the requirements according to paragraph 1 (d), paragraph 2 (d) or paragraph 3 (d) of Article 56 of the Internal Regulation of the University of Bratislava No. 23/2021 Internal Quality Assurance System for Higher Education of the University of Bratislava.

The details and specifications of the requirements of the final theses for the individual teacher study programmes in combination (approbation) will be specified in the respective Study Programme Descriptions.

Learning outcomes:
The learning outcome is in accordance with the Long-term Plan of the CU/PdF, the mission and strategic goals of the CU/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study plan of the study programme and other relevant documents.
The student is able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses/research questions that can be verified. The thesis makes a contribution to the relevant field of study

Class syllabus:
Brief outline of the course:
1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the student adequately treats the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether he/she adequately works with hypotheses that can be verified. The thesis should make a distinct contribution to the relevant field of study in which the student has completed the degree programme;
2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination includes originality protocols: from the Central Register and Theses, the results of which are commented on by the supervisor and the opponent in their opinions;
3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams;
4. Compliance of the structure of the thesis with the prescribed structure defined by the Internal Regulation No. 2/2018 Directive of the Rector of Charles University in Bratislava;
5. Respecting the recommended scope of the thesis (the recommended scope of the thesis is usually 50 - 70 standard pages - 90 000 to 126 000 characters including spaces), the adequacy of the scope of the thesis is judged by the supervisor;
6. Linguistic and stylistic level of the work and formal editing;
7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's reports.
8. In the study programme focused on the teaching of art-educational subjects, the presentation of artistic outputs and performances may be part of the final thesis and its defence.

State exam syllabus:

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

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

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde002/22	Methodology of educational research

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
- semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points,
- assessment of knowledge and selected competences in the form of a written test - 55 points.
The rating is awarded on a scale:
A (100-94%, excellent - excellent results with only minimal errors),
B (93-86%, very good - above average results with minor errors),
C (85-76%, good - normal reliable work, average results),
D (75-68%, satisfactory - acceptable results, but significant errors occur),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A

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

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

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

Recommended literature:
Compulsory reading:
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0
Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8
MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8
TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 834

A	ABS	B	C	D	E	FX
56,71	0,0	22,66	11,27	4,44	2,28	2,64

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Peter Ostradický, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde002/22	Methodology of educational research

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed with an assessment of: 100% of the intermediate assessment
The interim evaluation includes the following:
- semester work in the form of a subject portfolio: proposal (design) of educational research of a quantitative or qualitative nature - 45 points,
- assessment of knowledge and selected competences in the form of a written test - 55 points.
The rating is awarded on a scale:
A (100-94%, excellent - excellent results with only minimal errors),
B (93-86%, very good - above average results with minor errors),
C (85-76%, good - normal reliable work, average results),
D (75-68%, satisfactory - acceptable results, but significant errors occur),
E (67-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help of the instructor, good orientation in the subject matter, good communication skills, completion of the assigned tasks, average activity in class during the semester when prompted by the instructor.A

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

Learning outcomes:

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

Class syllabus:

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

Recommended literature:

Compulsory reading:
GAVORA, P., KOLDEOVÁ, L., DVORSKÁ, D., PEKÁROVÁ, J., MORAVČÍK, M. (2010). Elektronická učebnica pedagogického výskumu. Bratislava: Univerzita Komenského. http://www.e-metodologia.fedu.uniba.sk/ ISBN 978–80–223–2951–4
KOSTRUB, D. (2016). Základy kvalitatívnej metodológie. Bratislava: UK. 161 s. ISBN 978-80-223-4166-0
Recommended reading:

GAVORA, P. (2008). Úvod do pedagogického výskumu. Bratislava: UK. 236 s. ISBN 978-80-223-2391-8
MAŇÁK, J., ŠVEC, V. (2004). Cesty pedagogického výzkumu. Brno: Paido. ISBN 978-80-7315-0785
ŠVEC, Š. (2009). Metodologie věd o výchově: kvantitativně-scientické a kvalitativně-humanitní přístupy v edukačním výzkumu. Brno: Paido. 302 s. ISBN 978-80-731-5192-8
TOMŠIK, R. (2017). Kvantitatívny výskum v pedagogických vedách. Úvod do metodológie a štatistického spracovania. Nitra: PdF UKF. 508 s. ISBN 978-80-558-1206-9

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 834

A	ABS	B	C	D	E	FX
56,71	0,0	22,66	11,27	4,44	2,28	2,64

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., PaedDr. Lujza Koldeová, PhD., Mgr. Peter Ostradický, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde018/22	Online teaching tools and e-learning basics

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% pass mark.
The interim assessment consists of creating a concept/formulation of partial components of the semester project using a selected online tool (LMS Moodle, MS Teams, Zoom, others) - 20 points, the completion of the semester project concept design and preparation for presentation in the online environment - 30 points and the creation of the semester project according to the set structure - 50 points (includes the creation of the idea/problem, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students in the online environment by the creators of the semester project in 11. 11th week of continuous teaching).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course, it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

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

Learning outcomes:
Learning objectives and outcomes:
By completing the course Online Teaching Tools and Fundamentals of e-Learning, the student should:
- to gain knowledge both in the area of effective use of online teaching tools for e-learning support, as well as techniques and methodologies for their successful integration into the educational process,
- to acquire basic competences with the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education using supporting software applications,
- acquire basic competencies with design, creation and administration of e-learning courses in LMS Moodle, MS Teams, Zoom, others including management of teaching in e-learning environment.
Transferable competences: they apply the acquired knowledge and competences in the use of modern online tools for e-learning support primarily through their own creative activity and in their future school practice.

Class syllabus:
Brief outline of the course:
A brief introduction to the development, current situation and an estimate of future trends in the field of e-learning support at the relevant levels of education.
Programs and tools for creating e-learning teaching materials. Criteria for selecting the type of Learning Management System (LMS) Moodle, MS Teams, Zoom, or others.
Possibilities and methodology of creating educational materials in the environment of LMS Moodle, MS Teams, Zoom, or others. Tools for course administration and management. Design, creation and evaluation, self-reflection of e-learning course (project). Methodology of presenting (teaching) in the online environment. Oral presentation by students in the online environment (microlearning).
Due to the rapid production of new software usable in the pedagogical process, the specific content structure of the course will be adapted to the current requirements of practice and students.

Recommended literature:
Reference sources:
Recommended reading:

BEISETZER, P. - BURGEROVÁ, J. - MANĚNA, V. - MANĚNOVÁ, M. - MYŠKA, K. 2013. Začíname s e-learningom. 1. vyd. Prešovská univerzita v Prešove: Fakulta humanitných a prírodných vied, 2013. ISBN 978-80-555-0898-6.
Doplňujúce študijné texty k vzdelávaciemu obsahu disciplíny budú študentom pravidelných časových intervaloch sprístupňované v elektronickej forme prostredníctvom univerzitného LMS Moodle.
KVĚTOŇ, K. Začíname s e-learningem. Dostupné na internete: https://dokumenty.osu.cz/cit/elearning_kkveton.pdf (31-1-2022).
PIŠÚTOVÁ, K. 2020. Ako na online vzdelávanie - krátka metodická príručka pre učiteľov UK. 2020. Dostupné na internete: https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-Ako_na_online_vzdelavanie.pdf
Učíme online - Digitálne nástroje pre podporu online vzdelávania (metodická príručka spracovaná v rámci projektu a vďaka podpore Európskeho sociálneho fondu a Európskeho fondu regionálneho rozvoja v rámci OP ĽZ). IT akadémia. Dostupné na: https://itakademia.sk/wp-content/uploads/2020/08/Digitalne_nastroje_pre_podporu_online_vzdelavania.pdf (31-1-2022).

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

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
93,94	0,0	3,03	0,0	0,0	0,0	3,03

Lecturers: Mgr. Adriana Poliaková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde018/22	Online teaching tools and e-learning basics

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% pass mark.
The interim assessment consists of creating a concept/formulation of partial components of the semester project using a selected online tool (LMS Moodle, MS Teams, Zoom, others) - 20 points, the completion of the semester project concept design and preparation for presentation in the online environment - 30 points and the creation of the semester project according to the set structure - 50 points (includes the creation of the idea/problem, project planning, project implementation, evaluation and self-reflection of the project = its oral presentation by students in the online environment by the creators of the semester project in 11. 11th week of continuous teaching).
Prerequisites:
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course, it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.

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

Learning outcomes:
Learning objectives and outcomes:
By completing the course Online Teaching Tools and Fundamentals of e-Learning, the student should:
- to gain knowledge both in the area of effective use of online teaching tools for e-learning support, as well as techniques and methodologies for their successful integration into the educational process,
- to acquire basic competences with the creation of electronic teaching materials and interactive presentations for selected parts of the curricula of general education subjects at the secondary level of education using supporting software applications,
- acquire basic competencies with design, creation and administration of e-learning courses in LMS Moodle, MS Teams, Zoom, others including management of teaching in e-learning environment.
Transferable competences: they apply the acquired knowledge and competences in the use of modern online tools for e-learning support primarily through their own creative activity and in their future school practice.

Class syllabus:
Brief outline of the course:
A brief introduction to the development, current situation and an estimate of future trends in the field of e-learning support at the relevant levels of education.
Programs and tools for creating e-learning teaching materials. Criteria for selecting the type of Learning Management System (LMS) Moodle, MS Teams, Zoom, or others.
Possibilities and methodology of creating educational materials in the environment of LMS Moodle, MS Teams, Zoom, or others. Tools for course administration and management. Design, creation and evaluation, self-reflection of e-learning course (project). Methodology of presenting (teaching) in the online environment. Oral presentation by students in the online environment (microlearning).
Due to the rapid production of new software usable in the pedagogical process, the specific content structure of the course will be adapted to the current requirements of practice and students.

Recommended literature:
Reference sources:
Recommended reading:

BEISETZER, P. - BURGEROVÁ, J. - MANĚNA, V. - MANĚNOVÁ, M. - MYŠKA, K. 2013. Začíname s e-learningom. 1. vyd. Prešovská univerzita v Prešove: Fakulta humanitných a prírodných vied, 2013. ISBN 978-80-555-0898-6.
Doplňujúce študijné texty k vzdelávaciemu obsahu disciplíny budú študentom pravidelných časových intervaloch sprístupňované v elektronickej forme prostredníctvom univerzitného LMS Moodle.
KVĚTOŇ, K. Začíname s e-learningem. Dostupné na internete: https://dokumenty.osu.cz/cit/elearning_kkveton.pdf (31-1-2022).
PIŠÚTOVÁ, K. 2020. Ako na online vzdelávanie - krátka metodická príručka pre učiteľov UK. 2020. Dostupné na internete: https://uniba.sk/fileadmin/ruk/cit/e-learning/S14-01-Ako_na_online_vzdelavanie.pdf
Učíme online - Digitálne nástroje pre podporu online vzdelávania (metodická príručka spracovaná v rámci projektu a vďaka podpore Európskeho sociálneho fondu a Európskeho fondu regionálneho rozvoja v rámci OP ĽZ). IT akadémia. Dostupné na: https://itakademia.sk/wp-content/uploads/2020/08/Digitalne_nastroje_pre_podporu_online_vzdelavania.pdf (31-1-2022).

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

Notes:

Past grade distribution
Total number of evaluated students: 33

A	ABS	B	C	D	E	FX
93,94	0,0	3,03	0,0	0,0	0,0	3,03

Lecturers: Mgr. Adriana Poliaková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDšt006/22	**Course title:** Pedagogy
Number of credits: 3	
Educational level: II.	

Course requirements:

Prerequisites:

The State Examination in Pedagogy, its conditions and procedural aspects are regulated by the Internal Regulation No.1/2020 Study Regulations of the Faculty of Education of Charles University, as well as by the Internal Regulation No. 5/2021 Study Regulations of the Charles University.

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

The student receives 3 credits for successful completion of the state examination in pedagogy.

Rating

According to the VP 23/2021 Internal Quality Assurance System for Higher Education of the Charles University in Bratislava, the student is evaluated in particular by demonstrating the ability to integrate knowledge, the level of competences and competencies set out in the profile of the graduate.

The overall answer evaluation is a synthesis of the evaluation of answers from the individual components of the state examination and reflects the overall level of student's insight in the field, the ability to synthesize and correlate knowledge, critically analyze information, apply theoretical knowledge, reveal the causes of problems and propose solutions. The level of knowledge, skills and competences relevant to the area specified in the relevant questions is assessed.

The rating is awarded on a scale:

A (excellent - excellent results),

B (very good - above average standard),

C (good - normal reliable work),

D (satisfactory - acceptable results),

E (sufficient - the results meet the minimum criteria),

Fx (understatement).

A student is graded FX if he/she has only met the grade requirements at a level less than 60% of the total highest possible level of completion of the requirements for the state examination.

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

A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above

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

Learning outcomes:

Learning outcomes:
The learning outcome is in accordance with the Long-Term Plan of the Charles University/PdF, the mission, and strategic goals of the Charles University/PdF, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in the individual subjects of the study programme curriculum, and other relevant documents.
The aim of the state examination in the subject of pedagogy is to verify the level of acquisition of pedagogical terminology, current knowledge of pedagogy and its selected sub-disciplines and the student's ability to use individual knowledge in the design, implementation and evaluation of the educational and educational process.

Class syllabus:

Brief outline of the course:
1. Pedagogy as a scientific discipline, its subject and structure. Relationship of pedagogy to other sciences. Basic pedagogical concepts and their relations.
2. Methodology of investigating pedagogical phenomena, processes and regularities. Objectives, types and methods of pedagogical research.
3. Important historical milestones in the development of pedagogy and their influence on contemporary education and training (changes in the status of the subject and object of education, goals, means and conditions of education).
4. Education system of the Slovak Republic. Levels and types of education. Roles of school in society. Lifelong learning.
5. Pedagogical diagnostics of the educational environment, cognitive and affective characteristics of the pupil. Classroom and school climate.
6. Teacher in education. Personality and qualification requirements for a teacher. Typology, competences, and professional growth of a teacher.
7. Nature and types of teaching. Basic factors of teaching. Didactic system. Traditional, reform and contemporary conceptions of education.
8. System model of education and its elements. Goals, principles, conditions and means of education.

Subsystems of education.
9. Educational institutions. Education in the family, in school and in out-of-school institutions.
10. Selected educational problems and their solution at school (discipline, aggression, bullying).
11. Evaluations of the quality of the educational process. Cooperation between school and family. Quality of the school.

State exam syllabus:

Recommended literature:

Reference sources:
Recommended reading:
BAĎURÍKOVÁ, Z. a kol. 2001. Školská pedagogika. Bratislava: UK, 2001.
ČÁBALOVÁ, D. 2011. Pedagogika. Praha: Grada, 2011. ISBN 978-802-4729-930.
DERKOVÁ, J. (2018). Rodina ako výchovné prostredie. Bratislava: IKAR, 146 s.
DYTRTOVÁ, R., KRHUTOVÁ, M. 2009. Učitel - příprava na profesi. Praha: Grada, 2009.
GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava: Univerzita Komenského.
GAVORA, P. 2010. Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma, 2010.
HLÁSNA, S., HORVÁTHOVÁ, K., MUCHA, M., TÓTHOVÁ, R. 2006. Úvod do pedagogiky. Nitra : Enigma, 2006. ISBN 80-89132-29-4.
KOSTELNÍK, J. 2014. Pedagogika I. Bratislava: Z-F LINGUA, 2014. ISBN 978-80-89328-94-9.
KRATOCHVÍLOVÁ, E. a kol.2007. Úvod do pedagogiky. Trnava: Trnavská univerzita, 2007. ISBN 978-80-8082-145-6.
KYRIACOU, C. 2005. Klíčové dovednosti učitele. Praha: Portál, 2005. ISBN 80-7178-965-8
MAŇÁK, J., JANÍK, T., ŠVEC, V. 2008. Kurikulum v současné škole. Brno: Paido, 2008. ISBN 978-80-73151-75-1.
MATULČÍKOVÁ, M. 2007. Reformnopedagogické a alternatívne školy a ich prínos pre reformu školy. Bratislava: AG Musica liturgica, 2007. ISBN 978-80-969784-0-3.
MERTIN. V., KREJČOVÁ, L. eds. 2012. Metody a postupy poznávaní žáka: pedagogická niektorých zákonov.
Odborná časopisecká literatúra (Pedagogická revue, Pedagogické rozhľady, Pedagogika, Paidagogos, Technológia vzdelávania atď.)
PÁVKOVÁ, J. 1999. Pedagogika voľného času. Praha: Portál, 1999. ISBN 80-7178-569-9-5.
PELIKÁN, J. 2011.Základy empirického výzkumu pedagogických jevů. Praha: Karolinum, 2011. ISBN 978-80-246-1916-3.
PETLÁK, E. 2004. Všeobecná didaktika. Bratislava: Iris, 2004. ISBN 80-89018-64-5.
POTOČÁROVÁ, M. (2008). Pedagogika rodiny. Teoretické východiská RV. Bratislava: UK, ISBN 978-80-223-2458-8.
POTOČÁROVÁ, M., KOLDEOVÁ, L., FERKOVÁ, Š, DERKOVÁ, J. 2021. Teória výchovy 1. Bratislava: Univerzita Komenského v Bratislave: 2021. ISBN 978-80-223-5327-4
PRŮCHA, J. 2004. Alternativní školy a inovace ve vzdělávání. Praha: Portál, 2004.
PRŮCHA, J. 2013. Moderní pedagogika. Praha: Portál, 2013.
PŠENÁK, J. 2012. Dejiny školstva a pedagogiky. Žilina: EDIS, 2012. ISBN 978-80-554-0596-4.
SKALKOVÁ, J. 2004. Pedagogika a výzvy nové doby. Brno: Paido, 2004. ISBN 80-731-5060-3.
ŠMAHELOVÁ, B. 2008. Nástin vývoje pedagogického myšlení. Brno: MSD, spol. s r.o., 2008. ISBN 978-80-7395-040-1.
TUREK, I. 2009. Kvalita vzdelávania. Bratislava: Iura Edition, 2009. ISBN 978-80-8078-243-6.
TUREK, I. 2010. Didaktika. Bratislava: Iura Edition, 2010. ISBN 978-80-807-83-228.
VALIŠOVÁ, A., KASÍKOVÁ, H. et.al. Pedagogika pro učitele. Praha: Grada, 2011. ISBN
Zákon č. 245/ 2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení
ZELINA, M. 2004. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN, 2004. ISBN

Languages necessary to complete the course: slovak and czech
Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde008/22	Pedeutology

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites:
The course is completed by assessment, 100% of the interim assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at analysing current situations in teacher-centred education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical teacher-oriented education policy (max. 30 points). In small groups during the class, they create a developmental program aimed at solving problems of teacher education and the teacher's position in society (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific pre-defined problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and can apply their knowledge in meaningful ways to create assignments.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.
A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently and cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge about the teacher, the nature of the teaching profession and its historical development and the current status of the teacher in contemporary society, to acquire knowledge about the categories of teaching qualifications and the basic rights and duties of teachers, including the code of ethics.
Students after completing the course:
- know the content of the concept of teacher and the teaching profession
- have knowledge of the historical development of the teaching profession and the position of teachers in contemporary Slovak society
- understand the issues of personal development of teachers and the qualifications for the teaching profession
Upon completion of the course, students will be able to:
- classify knowledge about the teacher and the teaching profession and understand their changes in the broader context of current issues in the educational environment
- formulate research topics in pedeutology and propose adequate research methods
- to work actively with the legislation on teaching and professional staff in formulating personal development and improving their own qualifications
Students are competent after completing the course:
- to communicate adequately about the teaching profession
- critically assess and influence their career development in the teaching profession
The transferable competences of the subject enable the student to orient in the legal school regulations in the exercise of the profession of a teacher in school, to orient in the social practice in the issue of the development of views on the profession of a teacher and to express constructive judgments on this topic and at the same time to have a theoretical basis on the teaching profession for research activities in this area.

Class syllabus:
Brief outline of the course:
1. The meaning of the term teacher and the teaching profession in terms of the teacher's position in society

2. Historical development of the teaching profession with special reference to the territory of the Slovak Republic
3. The views of the classics on the teacher and his mission and position in society
4. Teacher's rights and duties, code of ethics
5. General prerequisites and qualifications for the professional activity of a teacher
6. Structure of teaching categories and their content according to legislation in the Slovak Republic
7. Higher education teacher training for different levels of the education system and risk factors of the teaching profession
8. Starting teaching staff, independent teaching staff, senior teaching staff and career grades
9. Comparison of the current state of the teaching profession in the Slovak Republic and selected countries abroad
10. Teacher professional development and professional standards, the nature and content of teacher qualification training, attestation and the attestation procedure
11. Evaluation of the difficulty and quality of the teacher's performance, acquisition and use of his/her professional competences

Recommended literature:

Reference sources:
Required reading:
Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.
Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.
Recommended reading.
Burjan, V., Ftáčnik, M., Juráš, I., Vantuch, J., Višňovský E. a Vozár, L. 2017. Národný program rozvoja výchovy a vzdelávania na roky 2018 – 2027. Učiace sa Slovensko. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky.
Gluchmanová, M. 2011. Profesijná etika v učiteľskom povolaní. Prešov: MVEK.
Hupková, M. 2006. Profesijná sebareflexia učiteľov. Nitra: UKF.
Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.
Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.
Ormis, S. 1874. Výchovoveda pre seminaristov a rodičov. Druhý diel. Veľká Revúca: Kníhtlačiarsko–účastninársky spolok v Turčianskom sv. Martine.
Plavčan, P. 2021. Teória vzdelávacej politiky. Brno: MSD.
Porubská, G. - Seidler, P. - Kurincová, V. 2001. Diferenciácia, integrácia a kooperácia v edukačnom prostredí. Nitra: UKF.
Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
50,0	0,0	24,0	18,0	6,0	0,0	2,0

Lecturers: prof. Ing. Peter Plavčan, CSc.
Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde008/22	Pedeutology

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites:
The course is completed by assessment, 100% of the interim assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at analysing current situations in teacher-centred education policy. Using case studies and analysis of school policy programme documents, the student tests his/her ability to apply the knowledge acquired to practical teacher-oriented education policy (max. 30 points). In small groups during the class, they create a developmental program aimed at solving problems of teacher education and the teacher's position in society (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific pre-defined problem situation in education or in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of situations in the school environment and how to deal with them and can apply their knowledge in meaningful ways to create assignments.
A grade of B means that students have performed above average throughout the semester, have been able to study independently, are able to navigate a variety of literary sources and critically select relevant sources for their studies, have knowledge of various situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students have performed well throughout the semester, their theoretical knowledge of various situations in the school environment and their solutions is at a good level, but they are deficient in their ability to apply this knowledge, and they are deficient in their critical evaluation and comparison of literary sources.
A grade of D indicates that students were less prepared during the semester, with slight deficiencies in theoretical knowledge related to various situations in the school environment and their solutions. They have considerable difficulties in working independently and cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge about the teacher, the nature of the teaching profession and its historical development and the current status of the teacher in contemporary society, to acquire knowledge about the categories of teaching qualifications and the basic rights and duties of teachers, including the code of ethics.
Students after completing the course:
- know the content of the concept of teacher and the teaching profession
- have knowledge of the historical development of the teaching profession and the position of teachers in contemporary Slovak society
- understand the issues of personal development of teachers and the qualifications for the teaching profession
Upon completion of the course, students will be able to:
- classify knowledge about the teacher and the teaching profession and understand their changes in the broader context of current issues in the educational environment
- formulate research topics in pedeutology and propose adequate research methods
- to work actively with the legislation on teaching and professional staff in formulating personal development and improving their own qualifications
Students are competent after completing the course:
- to communicate adequately about the teaching profession
- critically assess and influence their career development in the teaching profession
The transferable competences of the subject enable the student to orient in the legal school regulations in the exercise of the profession of a teacher in school, to orient in the social practice in the issue of the development of views on the profession of a teacher and to express constructive judgments on this topic and at the same time to have a theoretical basis on the teaching profession for research activities in this area.

Class syllabus:
Brief outline of the course:
1. The meaning of the term teacher and the teaching profession in terms of the teacher's position in society

2. Historical development of the teaching profession with special reference to the territory of the Slovak Republic
3. The views of the classics on the teacher and his mission and position in society
4. Teacher's rights and duties, code of ethics
5. General prerequisites and qualifications for the professional activity of a teacher
6. Structure of teaching categories and their content according to legislation in the Slovak Republic
7. Higher education teacher training for different levels of the education system and risk factors of the teaching profession
8. Starting teaching staff, independent teaching staff, senior teaching staff and career grades
9. Comparison of the current state of the teaching profession in the Slovak Republic and selected countries abroad
10. Teacher professional development and professional standards, the nature and content of teacher qualification training, attestation and the attestation procedure
11. Evaluation of the difficulty and quality of the teacher's performance, acquisition and use of his/her professional competences

Recommended literature:

Reference sources:
Required reading:
Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.
Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.
Recommended reading.
Burjan, V., Ftáčnik, M., Juráš, I., Vantuch, J., Višňovský E. a Vozár, L. 2017. Národný program rozvoja výchovy a vzdelávania na roky 2018 – 2027. Učiace sa Slovensko. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky.
Gluchmanová, M. 2011. Profesijná etika v učiteľskom povolaní. Prešov: MVEK.
Hupková, M. 2006. Profesijná sebareflexia učiteľov. Nitra: UKF.
Kasáčová, B. 2004. Učiteľská profesia v trendoch teórie a praxe. Prešov: MPC.
Kosová, B. a kol. 2006. Profesijný rozvoj učiteľa. Prešov: Metodicko-pedagogické centrum v Prešove.
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Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.
Zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 50

A	ABS	B	C	D	E	FX
50,0	0,0	24,0	18,0	6,0	0,0	2,0

Lecturers: prof. Ing. Peter Plavčan, CSc.
Last change: 09.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde010/15	Pedeutology

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 36

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

Lecturers:

Last change: 03.09.2016

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde010/15	Pedeutology

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 36

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

Lecturers:

Last change: 03.09.2016

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde017/22	Personal and social development

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the continuous assessment, the course is completed by assessment.
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion.
A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.
Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.
A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.
A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.
The student after completing the course:
- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

Class syllabus:

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

Recommended literature:

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a
11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu:Štátny pedagogický ústav - ŠPÚ (statpedu.sk)

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

Languages necessary to complete the course:

Slovak and Czech language

Notes:

subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
93,83	0,0	0,0	0,44	0,0	0,0	5,73

Lecturers: Mgr. Miroslava Lemešová, PhD.

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde017/22	Personal and social development

Educational activities:
Type of activities: seminar
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
100% of the continuous assessment, the course is completed by assessment.
Continuous assessment includes the evaluation of the performance of continuous tasks and assignments, which are carried out individually or in groups at different stages of the course implementation. Individual assignments focus on the preparation of materials and the development of assignments on which direct teaching will be based. This involves working with various questionnaires and tests, information sources (publications aimed at developing pupils' social-psychological competences) and official school documents (30% of the assessment). Within the group work, space is devoted to specific exercises and simulation of experiential learning in teachers' work (30%) and to the analysis of the objectives, meaning, methods of the cross-cutting theme of Personal and Social Development and its integration into selected educational areas (30%). A reflective essay concludes the continuous assessment (10% of the assessment).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, good - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, satisfactory - results meet minimum criteria),
Fx (59-0%, inadequate - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A grade A is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with methods, techniques and other specifics related to the field of experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings, manifests himself/herself as a full member of the group and actively expresses his/her own opinion.
A B grade is awarded if the student has acquired knowledge related to the content of the cross-cutting theme, is familiar with the methods, techniques and other specifics related to the field of

experiential and active social learning, actively engages in individual activities and shows interest and effort to develop his/her competences in the identified key areas, to a lesser extent, seeks original and creative solutions to the tasks set, reflects the emerging changes that experiential learning brings but needs more time and space to verbalise them, shows himself as a full member of the group and actively expresses his own opinion.
Grade C will be awarded to a student who has acquired the knowledge related to the content of the cross-cutting topic at an average level, is familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, is usually actively involved in individual activities, shows interest and effort to develop his/her competences, only in some topics and areas, makes little use of his/her personal qualities in finding original and creative solutions to the tasks set, reflects only to some extent the emerging changes brought about by experiential learning, shows himself/herself to be a full member of the group and actively expresses his/her own opinion.
A grade D is awarded if the student has acquired basic knowledge related to the content of the cross-cutting theme, is generally familiar with the methods, techniques and other specifics related to the field of experiential and active social learning, engages to a limited extent in individual activities, and shows only sporadic interest and effort to develop his/her competencies, often only with external help, seeks original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, is more passive and more like a marginal member of the group, even though he or she actively expresses his or her own opinion.
A student receives a grade of E if the student has mastered the basic knowledge related to the content of the cross-cutting topic and is at least partially oriented in the methods, techniques and other specifics related to the field of experiential and active social learning, behaves passively and minimally participates in individual activities, does not show interest and effort to develop his/her competences, relies on the group for original and creative solutions to the tasks set, cannot adequately reflect the emerging changes brought about by experiential learning, cannot find his/her place in the group, expresses his/her own opinion sporadically and not always in an appropriate way.
The grade of Fx requires extra work, extra study; this grade is given exceptionally, most often because of non-participation in class and failure to complete the assigned interim assignments, refusal to cooperate in any way, refusal to take a stand on required topics and to express one's own opinion.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of the course is to familiarize students with the cross-cutting theme of personal and social development and experiential learning aimed at the development of social-psychological competencies in the school and classroom environment.
The student after completing the course:
- distinguishes the different stages of group development, perceives its variability and can assess the impact of the teacher's role in this area,
- knows the content, methods and objectives of the cross-cutting theme of Personal and Social Development and can identify and propose its integration within his/her study programme,
- can use techniques and strategies of experiential and active social learning leading to the fulfilment of the objectives of the cross-cutting theme, to promote group cohesion and a positive atmosphere in the group,
- is oriented in the available literature and is able to modify the acquired knowledge for the purposes of educational practice,

- Through experiential activities, gain first-hand experience of active social and experiential learning.

Class syllabus:

Brief outline of the course:

1. Cross-cutting theme Personal and social development and national curricula for lower and upper secondary education
2. Objectives, outcomes, content, methods of the cross-cutting theme and its integration into selected educational areas
3. Experiential and active social learning: models and theories of learning, methods and techniques.
4. Experiential and active social learning: space, tools, rules and challenging situations.
5. The school class as a group (the position, status and role of the individual in the group).
6. Group dynamics - group dynamics.

Recommended literature:

Compulsory reading:

HAMRANOVÁ, A. (2013). Sociálno – psychologický výcvik v príprave učiteľov (metodické pokyny). In: SOKOLOVÁ, L. et al. (eds.). (2013). Psychológia (v) škole. Zborník príspevkov z medzinárodnej vedeckej konferencie. Univerzita Komenského. 2013, s. 33-36. ISBN 978-80-223-3483-9 https://www.fedu.uniba.sk/fileadmin/pdf/Sucasti/Katedry/KPP/Publikacie/zbornik_prispevkov_PSYCHOLOGIA_V_SKOLE.pdf

LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOLOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0

LEMEŠOVÁ, M. (2021). Metodika vedenia sociálno-psychologického tréningu v prostredí školy. 2.0.

Slovenská asociácia pre učiteľstvo psychológie. (kap. 3 Práca so skupinou - skupinová dynamika; kap. 5 Keď je tréningová skupina inkluzívna, kap. 7 Zážitkové učenie = učenie zážitkom, kap. 10 a
11 – o pomôckach a priestore). 213 s. ISBN 978-80-974026-1-7

Štátny vzdelávací program a dokumenty viažuce sa k prierezovej téme dostupné na webstránkach Štátneho pedagogického ústavu:Štátny pedagogický ústav - ŠPÚ (statpedu.sk)

Recommended reading:

HERMOCHOVÁ, S. (2005). Skupinová dynamika ve školní třídě. Kladno: AISIS. 180 s. ISBN 8023956124

HERMOCHOVÁ, S. (2006). Teambuilding. Praha: Grada. 116 s. ISBN: 80-247-1155-9

KOLAŘÍK, M. (2019). Interakční psychologický výcvik. Praha: Grada. 192 s. ISBN 9788027121939

Languages necessary to complete the course:

Slovak and Czech language

Notes:

subject with a psychological focus, in the study plan marked *) The subject is usually implemented in the form of block teaching or continuously during the semester.

Past grade distribution

Total number of evaluated students: 227

A	ABS	B	C	D	E	FX
93,83	0,0	0,0	0,44	0,0	0,0	5,73

Lecturers:

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde003/22	Philosophical anthropology and axiology

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Midterm/final grade weighting: 100/0, the course is completed with an evaluation.
The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage.
Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage.
C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages.
D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage.
E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages.
Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-xiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

Class syllabus:

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

Recommended literature:

Compulsory reading:
MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9
Recommended reading:
BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf
GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.
NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

Lecturers: doc. PhDr. Branislav Malík, CSc., prof. PhDr. Mária Potočárová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde003/22	Philosophical anthropology and axiology

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
Midterm/final grade weighting: 100/0, the course is completed with an evaluation.
The interim assessment includes two interim didactic tests (50% + 50% of the assessment). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
And 100-91%, well done - excellent results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an A grade in terms of cumulative points or percentage.
Note: The didactic test contains tasks of varying cognitive difficulty, so it stratifies students not only according to the amount of knowledge they have acquired. The tests are designed to verify the specified learning outcomes.
B 90-81%, very good - above average standard. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a B grade in terms of cumulative points or percentage.
C 80-73%, well - normal reliable work. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a C grade in terms of cumulative scores or percentages.
D 72-66%, satisfactory - acceptable results. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to a grade D in the aggregate score or percentage.
E 65-60%, enough. In both didactic tests, the student has demonstrated a level of knowledge (the extent of acquired knowledge and mobilised cognitive abilities) that corresponds to an E grade in terms of cumulative points and percentages.
Fx 59-0%, not enough. The student did not meet the required thresholds for passing the course.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

The aim of the course is to convey a wide range of views on man as philosophy has grasped him through its means in different historical periods and cultural contexts. In the course, students will learn not only the basic images, views and concepts of man in their historical-philosophical, but also in their ethical-xiological framework. They will learn about the mutual inspirations and intersections between philosophical and special-scientific conceptions of man. They will become familiar with the motives and arguments of philosophical critiques of scientific conceptions of man. The mission of the course is for students to learn to identify the value background of philosophical thematizations of man and to infer possible axiological implications arising from the acceptance of relevant scientific conceptions of man.

Class syllabus:

Brief outline of the course:

Possibilities of conceptualizing anthropological issues in the sciences and in philosophy. Limits of the scientific way of affirmation of the anthropological problematic. Basic conceptual and methodological problems associated with the thematization of man in philosophy. Typology of philosophical reflections of man according to different expert points of view. Substantial and non-substantial approaches to man and their worldview and pedagogical implications. Philosophical reflection on the relational relations in which man finds himself in the world: man and nature, man and society, man and technology, man and the sphere of the transcendent. Mapping the demarcation lines between the animal and the human, between the human and the posthuman. Philosophical critique of some concepts of normality and ideas about the ideal status of man, which have been entrenched in educational theory and practice. The axiological dimension of human existence. The importance of human knowledge for educational sciences. Education for humanism and respect for human dignity as the most essential mission of education.

Recommended literature:

Compulsory reading:
MALÍK, B. (2008) Úvod do antropológie. Základné antropofémy v dejinách antropologického myslenia. Bratislava: Iris, 214 s. ISBN 978-80-89256-09-9
Recommended reading:
BOSÁKOVÁ, K. (2019) Základy filozofickej antropológie I. Košice: Vydavateľstvo ŠafárikPress. 54 s. ISBN 978-80-8152-773-9 (e-publikácia) Dostupné na: https://unibook.upjs.sk/img/cms/2019/FF/filozoficka-antropologia-final.pdf
GÁLIK, S. (2008) Filozofická antropológia. Bratislava: Iris. 159 s. ISBN 978-80-89256-23-5.
NOVOSÁD, F. (2020) Elementy filozofickej antropológie. Bratislava: Iris. 224 s. ISBN 978-80-8200-057-6.

Languages necessary to complete the course:

slovak language

Notes:

Past grade distribution

Total number of evaluated students: 1001

A	ABS	B	C	D	E	FX
29,97	0,0	19,58	22,08	16,38	10,89	1,1

Lecturers: doc. PhDr. Branislav Malík, CSc., prof. PhDr. Mária Potočárová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde001/22	**Course title:** Philosophy of education
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by examination, the ratio of interim and final assessment is 50/50. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 50). The seminar paper is a condition for the award of the overall grade. As part of the final assessment of the course, students will take an oral examination (maximum possible points - 50). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), FX (59-0%, insufficient - completing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good	

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

Learning outcomes:

Learning outcomes:
Aims and learning outcomes: the aim of philosophy of education is to acquire and understand the philosophical foundations of pedagogical theories and educational systems in their historical development and present, to develop the ability to analyse educational situations in terms of their philosophical and social conditioning. The student can apply his/her knowledge of the philosophy of education in relation to other compulsory elective subjects - History of Education and Pedagogy or Contemporary Alternative Directions in Pedagogy.
The student develops transferable competences - communication skills, critical thinking, reasoning in context.

Class syllabus:

Brief outline of the course:
Thematic focus of lectures:
1. Introduction to the philosophy of education
- Basic terminological issues (characteristics of philosophy and pedagogy as a science)
- relationship between philosophy and education
- philosophy of education as a philosophical discipline
- historical outline of the constitution of philosophy of education
- importance of philosophy for education and pedagogy
- man and education in the history of European philosophical thought
2. Ancient philosophy and its reflection in education
- characteristics of the period and philosophy
- the most important representatives of ancient philosophy (Sophists, Socrates, Democritus, Plato, Aristotle, and others)
- the philosophical foundations of education in the works of philosophers
3. Educational ideals in the Patristic and Scholastic periods
- characteristics of the period and philosophy
- the most important representatives of Patristic (Aurelius Augustinus, ...) and Scholastic (Thomas Aquinas, Roger Bacon, ...)
- the reflection of philosophy in the views on education
4. Educational ideals in humanism and the Renaissance
- characteristics of the period and philosophy
- the most important representatives (Thomas Morus, J.L. Vivés, F. Rabelais...)
- reflection of philosophical Renaissance thinking in education

5. Modern philosophy and its reflection in education
- characteristics of the period and philosophy
- the most important philosophical trends: empiricism and rationalism, their representatives and influence on education (Francis Bacon, Francois Rabelais ...)- Enlightenment philosophy and pedagogy and its philosophical foundations
6. Philosophical foundations of the pedagogical system of J. A. Comenius
- characteristics of the period and philosophy
- philosophical foundations of the pedagogical system of J. A. Comenius - characteristics of the period and philosophy
- philosophical foundations of the pedagogical system of J. A. Comenius
- the stages of Comenius' pedagogical work (pre-Pansophic, Pan-Sophic and Pan-Enlightenment)
- their reflection in his works
- the importance of Comenius for the philosophy of education and pedagogy
7. Basic philosophical trends in the 19th century and their influence on education- characteristics of the period and philosophy
- the most important philosophical trends, their characteristics and representatives:
a) positivism
b) Marxism
c) voluntarism
d) anthropological philosophy
(e) philosophy of life, and others
- their representatives and influence on pedagogical thinking in Europe
8. The influence of philosophical trends on pedagogical thinking in the 20th century
- characteristics of the period and philosophy - the most important philosophical trends (neopositivism, pragmatism, existentialism, Marxism ...)
- philosophical and pedagogical anthropology
- man and education from the aspect of philosophical anthropology
- anthropological social and axiological and global contexts of human education
9. Philosophical foundations of education in the present
- characteristics of the period and philosophy - the most important philosophical trends in Europe
- the philosophical foundations of education in the present - Europeanization and globalization of education
- current trends and representatives of the philosophy of education in Europe
10. Objectives of education and their philosophical foundations
- Characteristics of educational objectives in relation to the definition of the nature of education
- Philosophical bases of educational objectives
- Approaches to the determination of educational objectives (sociological, psychological and convergent conceptions of education)
- Determination and concretization of educational objectives in the historical context and in the present day
- Relationship between the philosophy of education and the sociology of education
11. Versatility and harmony in education
- historical aspects of the development of versatility and harmony in education in the different periods of development (ancient, medieval, humanist and renaissance, modern, 19th and 20th century, contemporary)
- multifaceted and harmonious development of the personality - reflection of versatility and harmony in the aims and content of education
12. Democracy and power in education

- characteristics of democracy and pluralism, reflection of democracy and power in education in the field of objectives, content, methods, management,
- manipulative and communicative pedagogy, their characteristics and manifestations

Recommended literature:

Required reading:

BREZINKA, V (1996) Filozofické základy výchovy. Praha: Zvon, 174 s. ISBN 80-7113-169-5
KASPER, T.- KASPEROVÁ, D. Dejiny pedagogiky. Praha : GRADA, 224 s. ISBN 978-80-247-2429-4
KOSOVÁ, B. (2013) Filozofické a globálne súvislosti edukácie. Banská Bystrica: UMB, 165 s. ISBN 978-80-557-0434-0
KUDLÁČOVÁ, B. (2003) Človek a výchova v dejinách európskeho myslenia. Trnava: PF TU, 168 s. ISBN 80-89074-66-9
RAJSKÝ, A. (2021) Filozofia výchovy. Vybrané state. Trnava : Trnavská univerzita a VEDA vydavateľstvo SAV, 265 s. ISBN 978-80-568-0407-0

Recommended reading:

BREZINKA, W. (2001) Východiská k poznání výchovy. Brno: Nakladatelství L.Marek, 310 s. ISBN- 80-86263-23-1
GÁLIKOVÁ- TOLNAIOVÁ, S. (2007) Problém výchovy na prahu 21. storočia v súčasnej filozofii výchovy. Bratislava : IRIS, 231 s. ISBN 978-80-89256-04-4
KUDLÁČOVÁ, B. 2010. Európske pedagogické myslenie od antiky po modernu. Trnava: Trnavská univerzita/ VEDA, 2010, 317 s. ISBN 978-80-8082-336-8A
KUDLÁČOVÁ, B.; RAJSKÝ, A. 2012. Európske pedagogické myslenie od moderny k postmoderne po súčasnosť. Trnava: Trnavská univerzita/ VEDA. 293 s. ISBN 978-80-8082-574-4
PALOUŠ, R. (1991) K filosofii výchovy. Praha: SNP, 115 s. ISBN 80-04-25390-3
PELCOVÁ, N. (2000) Filozofická a pedagogická antropologie. Praha : Karolinum, 196 s. ISBN 80-246-0076-5
SKARUPSKÁ, H. (2016) Filozofie a Teorie výchovy. Studijní opora. Praha: Hnutí R. 51 s. ISBN 978-80- 86798-70-7
ŠARNÍKOVÁ, G. (2011) Z dejín filozofie výchovy. Starovek. Ružomberok : KU- VERBUM, 75 s. ISBN 978-80-8084-685-5
ŠARNÍKOVÁ, G. (2012) Z dejín filozofie výchovy. Od scholastiky po osvietenstvo. Ružomberok : KU- VERBUM, 132 s. ISBN 978-80-8084- 868-2

Languages necessary to complete the course:

: slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 82

A	ABS	B	C	D	E	FX
21,95	0,0	57,32	14,63	0,0	1,22	4,88

Lecturers: prof. PhDr. Mária Potočárová, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde031/22	Processes and contexts of cultural communication

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching - 22 hours; 18 hours of preparation for seminars, self-study of literature on the subject; 20 hours of preparation for the final test; 60 hours of student work in total.
Teaching methods: interpretation, explanation, colloquium, discussion

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the basis of a presentation on the assigned topic and a written test at the end of the continuous teaching with a total score of 100 points. A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 30 points; final test: less than 30 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge in the required range, logically arranges the presented facts flawlessly, can critically and independently evaluate the acquired knowledge convincingly, can creatively apply, adapt, innovate and design work procedures at an excellent level in the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment in pedagogical practice, has the ability to creatively, independently and imaginatively solve individual tasks and assignments also in broader linguistic contexts, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has very good knowledge in the required range, logically arranges the presented facts with only minor errors, takes a partially critical attitude to the acquired knowledge and can apply, adapt and innovate the work practices of the field focusing on the processes and contexts of linguistic-cultural and

axiological communication in the Slovak environment in pedagogical practice very well, has the ability to independently solve individual tasks and assignments also in broader linguistic contexts, the linguistic and stylistic level of his/her expression is very good, has very well developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has good knowledge in the required range, arranges the presented facts appropriately and makes mistakes only in places, can reliably apply the acquired knowledge and existing working practices of the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment to pedagogical practice, reliably solves individual tasks and assignments independently, has well-developed skills for independent further self-study;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge in the required range, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge and existing work practices of the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment in pedagogical practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge in the required range and significant deficiencies in the arrangement of facts, can minimally apply the acquired knowledge and existing work practices of the field focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment of pedagogical practice, with significant help at a sufficient level solves individual tasks and assignments, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge in the required range, does not know the facts and their logical connections, cannot apply the acquired knowledge in the work of the area focusing on the processes and contexts of linguistic-cultural and axiological communication in the Slovak environment of pedagogical practice, cannot solve individual tasks and assignments, cannot self-educate further.

Learning outcomes:
The student is able to systematize, critically and synergistically organize philological knowledge, especially in the context of the development of Slovak culture. The student has a basic overview of the processes influencing the development and current context of Slovak cultural communication, mobility and axiological processes related to changes in thinking about national identity. The student has acquired knowledge of national, areal and European specificities that are formed against the background of processes resulting from the relationship between language and culture. These are reflected in the written tradition, which must be seen especially in the context of Latin and Byzantine culture and tradition. The student has developed the skills enabling him/her to synthesize knowledge and use it in the synchronic-diachronic application of knowledge in the educational process in school. The typology of concepts of Slovak culture provides a comprehensive picture of the application of Slovak in cultural and social practice. On the basis of the acquired knowledge, the student is able to analyse and systematize modern interdisciplinary approaches in the knowledge of the relationship between language and culture on the example of modern linguistic ethnolinguistic and axiological concepts influencing thinking about Slovak culture.
Outcomes of the educational process are demonstrated in the application of the student's knowledge in the context of cultural communication. The knowledge forms the basis for its transferability, especially in the further development of analytical and interpretative skills, which enable the graduate to link knowledge of history with knowledge of the current state of language and culture and with modern concepts of European linguistic and cultural thought. The acquired competences enable the student to think critically and to organise knowledge in the current conditions of

educational practice. The student is able to convey information from the history of literary realism to the general public and lay audiences.
The student is able to use and creatively apply knowledge, skills and competencies in a school setting as a teacher of lower and upper secondary education. Through problem solving, the student has acquired the skills to actively gather information and use it to solve practical problems in the field using appropriate and appropriate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. It also has a number of transferable skills, such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, metacognitive skills.

Class syllabus:

1. Slovak studies and its cultural-philological overlaps, cognition of culture, interdisciplinary research of cultural communication.
2. Linguistic, ethnic, confessional and cultural identity and mobility.
3. Intercultural discourses of Slovak-Slavic and Slovak-non-Slavic relations; processes and contexts of national culture development.
4. National, areal and European specificities and inspirations of the relationship between language and culture in writing in Slovakia; contexts of Latin and Byzantine culture.
5. Concepts of Slovak linguistic identity from historical, comparative and typological perspectives.
6. Slovak confessionalism and the supra-confessional dimension of written Slovak in practice.
7. Source and identity.
8. Slovakia in the context of European linguistic and cultural policy. Languages and communities, language and language rights.
9. Migration, emigration, diaspora and re-emigration: historical realities and current status.
10. Cultural and civilizational processes in language: media, globalization, individualism, concepts of the everyday - synchronic and diachronic perspectives.
11. Outline of theories, approaches and methods of classification of linguistic-cultural phenomena: modern interdisciplinary approaches to the knowledge of the relationship between language and culture on the example of ethnolinguistics and modern value concepts.

The thematic structuring of the course will enable the student to gain a basic overview of cultural contexts, concepts and the current development of value processes and attitudes, as well as of the relationship between language and culture, in a step-by-step manner. The course will offer a necessary body of knowledge that will foster the student's creative thinking and synthesizing skills. Upon completion of the course, the student will be able to orient himself/herself to the diverse issues of Slovak linguistic and cultural development and will be able to synergistically connect conceptual knowledge with current cultural trends in society and education. The course will provide the space for the complementarity of approaches necessary for the transferability of teaching skills as a comprehensively prepared person, enabling the connection of knowledge with current interpretive skills of critical thinking about Slovak culture. The student will acquire the prerequisites and motivation to develop these skills in further self-study, in critical thinking and in the application of knowledge in the educational process.
The course will lead the student to active acquisition of information and to effective use of cross-cutting and specialized knowledge, will strengthen and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, to modify his/her knowledge in doing so and to creatively use appropriate and adequate methods of the discipline. The student will strengthen and develop his/her communicative competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of authorship, to plan and be actively responsible for his/her own

education, to develop and strengthen his/her sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

BANÍK, A. A. 2010. Na dejinnej križovatke. Martin: Matica slovenská. 484 s. ISBN 978-80-709-096-45. (selected chapters)

ŽEŇUCH, P. 2002. Medzi Východom a Západom. Byzantsko-slovanská tradícia, kultúra a jazyk na východnom Slovensku. Bratislava: Veda, vydavateľstvo SAV. 288 s. ISBN 80-224-0697-X. (selected chapters)

Recommended readings:

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

FISCHEROVÁ, A. et al. 2004. Kulturologické koncepcie a koncepty na Slovensku v 20. storočí. Bratislava: PEEM – Peter Mačura. 200 s. ISBN 80-891-971-32. (selected chapters)

ŠRANK, J. 2020. Rehabilitačná komisia Zväzu slovenských spisovateľov 1968 – 1969 v dobových súvislostiach. In: Litikon, roč. 5, č. 2, s. 5 – 33.

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

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 0

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

Lecturers: prof. PhDr. Peter Žeňuch, DrSc.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde024/22	Processing and interpretation of statistical data

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless.
B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.
D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.
E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.
Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes
Learning objectives and outcomes and transferable competences:
Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

Class syllabus:

Brief outline of the course:
Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.
1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry
8. Estimates of the characteristics of the base set
9. Hypothesis testing
10. Semester project presentation

Recommended literature:
Recommended reading:
CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0
NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5
RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde024/22	Processing and interpretation of statistical data

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, the weighting of the interim and final assessment is 100/0. The student will be assessed by a final test for 30 points of theoretical knowledge and problem solving focused on understanding and interpreting statistical concepts. During the semester, students will submit 5 assignments of 6 points each, which will be focused on solving statistical assignments using MS EXCEL and JASP software from individual topics (descriptive statistics, correlation and regression analysis, sampling, hypothesis testing), and at the end of the semester, the student will submit and present a term paper for 40 points. The term paper will include an independent statistical treatment and interpretation of quantitative research (own or from data taken, for example, from thesis, rigor or PhD theses). The student will submit the thesis electronically in MS Word and MS EXCEL, and prepare the presentation in MS PowerPoint or Prezi. The student will demonstrate through the development and presentation of the term project that he/she is able to independently statistically evaluate quantitative research and interpret them.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. Credit will not be awarded to a student who scores less than 3 points on any of the 5 assignments. To pass the course, a score of at least 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results), the student has excellent knowledge of the theoretical knowledge of statistical data processing and can interpret it correctly and clearly; he/she solves problems in a creative way, can react promptly and spontaneously during lectures and systematically prepares assignments for seminars, the student is proactive, asks questions in the context of the problem being solved. He is active in seminars. He brings his own experience and insights from practice to the teaching. His oral and written expression is correct, citationally correct, grammatically flawless.
B (90-81%, very good - above average standard), the student has mastered the theoretical knowledge of statistical data processing and can interpret it correctly and clearly with minor shortcomings, has acquired key competences, can respond promptly during lectures to the teacher's

challenges, the student is self-initiative and asks questions in the context of the problem addressed. His/her written expression in the term paper is correct, grammatically sound and creative. He brings his own experiences and insights from practice to the teaching. The results of his activities are of good quality, with minor shortcomings.
C (80-73%, good - normal reliable work), the student knows the theoretical knowledge of statistical data processing and can interpret them at an average, i.e. good level, has acquired theoretical knowledge and skills using MS EXCEL and JASP software in solving problems, can respond to the teacher's challenges. He/she does not take initiative himself/herself, does not ask questions in the context of the problem being solved. His communication style is not disruptive, but he is unsure of his answer and his speech does not have significant disruptive elements. He transfers experience from practice with problems. His, grammatical speech is of lesser quality.
D (72-66%, Satisfactory-Acceptable performance), the student has mastered the material at a satisfactory level. He/she knows the theory with minor gaps, but cannot apply it to the solution of practical experiences, he/she needs help in interpreting the obtained statistical data. He is not very active during teaching, does not bring new solutions, takes the role of a passive observer. Memorisation rather than critical thinking prevails in the student. Analysis from practice is less constructive. His/her written expression has some inaccuracies to serious deficiencies.
E (65-60%, sufficient - the results meet the minimum criteria), the student has a low level of theoretical knowledge of statistical data processing, responds to the teacher's instructions and prompts with considerable inaccuracies; the student himself is not proactive and does not ask questions in the context of the problem addressed. Applies theoretical knowledge with considerable problems; in practical terms, does not have recommendations for correct solution options. The student is rather in the position of a passive recipient of knowledge and is not active in the seminars. The student is not creative, he relies on numerous quotations without his own opinion. His grammatical expression is not error-free and stylistically correct.
Fx (59-0%, Insufficient - extra work required) this grade will be given if the student fails to meet any of the required minimum criteria and is not allowed to take the final test. This means that the student has not mastered the knowledge and skills to a degree that would enable him/her to meet at least the minimum criteria for a passing grade.

Learning outcomes:

Learning outcomes
Learning objectives and outcomes and transferable competences:
Upon completion of the course, the student will be able to appropriately choose a statistical method in quantitative research. The student will acquire skills in data processing and evaluation and will be able to use MS EXCEL and JASP software appropriately. Understand the meaning of the statistical data obtained and be able to evaluate and interpret the statistical outputs obtained in quantitative research.

Class syllabus:

Brief outline of the course:
Introduction to types of variables and basic statistical theory. Mastering the creation of descriptive statistics files in MS Excel and JASP. Ability to test statistical hypotheses using parametric tests. Analysis of variance - ANOVA. Correlation and regression analysis.
1. Descriptive statistics - description of the statistical population
2. Descriptive statistics - data visualization
3. Correlation and regression analysis
4. Probability
5. Random variables
6. Probability distribution

7. Selective enquiry
8. Estimates of the characteristics of the base set
9. Hypothesis testing
10. Semester project presentation

Recommended literature:
Recommended reading:
CHAJDIAK, J. (2013). Štatistika jednoducho v Exceli, Bratislava, Statis, 341 s. ISBN 978-80-855-974-0
NEUBAUER, J., SEDLAČÍK, M., KŘÍŽ, O. (2016). Základy statistiky. Praha, Grada, 280 s. ISBN 978-80-247-5786-5
RIMARČÍK, M. (2007). Štatistika pre prax. Košice, Marián Rimarčík, 200 s. ISBN 8096981311

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: doc. PaedDr. Lilla Koreňová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde021/22	Project designing

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with a grade of 100/0. During the semester there will be two colloquial midterm evaluations of 15 points each and 1 30b midterm assignment will be worked on. Final assessment in the form of a group presentation of the 40b learning block project.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

Learning outcomes:
Learning outcomes:
- The graduate of the course is well versed and able to define the project plan and define the project objectives.
- The graduate understands the processes of creating an innovative culture in a classroom setting.
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- The graduate understands the project management process and the project life cycle.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Project thinking - teacher and project creation
2. Creating an innovative culture in school
3. Tips and Tricks - Fundraising Basics
4. Project management life cycle
5. Group dynamics and conflict resolution in a group using the win-win method
6. Design Thinking problem solving method.

Ongoing tasks: students work in small groups on their own project project plan (working in the role of teachers from the same school), which aims to bring the principles of an innovative culture into the classroom, enabling the development of competences needed for the 21st century.
Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what

surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).

Recommended literature:

Reference sources:

Recommended reading:

Doležal, J., Krátky, J. (2016). Projektový management v praxi. Bratislava: Grada, 2016. 176s.

Kuruc, M. (2021). Motivácia k učeniu sa študentov predprimárnej a primárnej pedagogiky. Týn nad Vltavou. 2021. 131s.

Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.

Nash, J. B. 2019. Design Thinking in School: A Leader´s Guide to Collaborating for Improvement. Harvard Educational Publishing Group, Cambridge, US.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution

Total number of evaluated students: 24

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

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde021/22	Project designing

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with a grade of 100/0. During the semester there will be two colloquial midterm evaluations of 15 points each and 1 30b midterm assignment will be worked on. Final assessment in the form of a group presentation of the 40b learning block project.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course you must obtain a minimum of 60% of the marks.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

Learning outcomes:
Learning outcomes:
- The graduate of the course is well versed and able to define the project plan and define the project objectives.
- The graduate understands the processes of creating an innovative culture in a classroom setting.
- He approaches the assigned tasks in a complex way, using both the process of analysis and synthesis in the search for solutions. In making decisions, he/she uses thinking strategies based on critical evaluation, which is based on facts and clearly formulated information from reliable information sources.
- The graduate understands the project management process and the project life cycle.
- The graduate is able to use the acquired knowledge and skills in solving (problem) tasks creatively. Can analyze the problem and synthesize new solutions. Actively and flexibly brings new solutions to the assigned task. They are able to formulate clear conclusions and their justifications, which they can present to both the professional community and the general public.
- Graduates of the course are encouraged to adopt a growth-oriented mind-set and lifelong learning.
Transferable competences on which the course reflects: development of communication, organisational and digital skills. Fostering analytical, critical, creative and growth-oriented thinking; developing skills related to facilitation and mentoring. Promoting the development of reflective, self-reflective skills and the perception of one's own responsibility for personal decisions.

Class syllabus:
Brief outline of the course:
1. Project thinking - teacher and project creation
2. Creating an innovative culture in school
3. Tips and Tricks - Fundraising Basics
4. Project management life cycle
5. Group dynamics and conflict resolution in a group using the win-win method
6. Design Thinking problem solving method.

Ongoing tasks: students work in small groups on their own project project plan (working in the role of teachers from the same school), which aims to bring the principles of an innovative culture into the classroom, enabling the development of competences needed for the 21st century.
Colloquial mid-term evaluation: each group of students presents 2 times during the semester the mid-term tasks that they have worked on together in the group (project plan and SMART goals of their project).
Final assessment: students keep a portfolio (not something like a journal) for the course throughout the semester, capturing their reflection after each class meeting (what I found interesting, what

surprised me, what I learned, what I disagreed with, what I needed to convey differently). At the end of the lecture period, each student who has fulfilled the requirements of the mid-term evaluation will have an individual interview with the teacher, where they will present their portfolio, carry out a self-assessment. The final evaluation is an intersection of the teacher's feedback, the student's self-reflection and a group presentation of the project to representatives from the practice (teachers and school management).

Recommended literature:

Reference sources:

Recommended reading:

Doležal, J., Krátky, J. (2016). Projektový management v praxi. Bratislava: Grada, 2016. 176s.

Kuruc, M. (2021). Motivácia k učeniu sa študentov predprimárnej a primárnej pedagogiky. Týn nad Vltavou. 2021. 131s.

Martin, K. (2018). Learner centered Innovation: Spark Curiosity, Ignite Passion and Unleash Genius. Canterbury: IMP Press, UK, 2018. 356p.

Nash, J. B. 2019. Design Thinking in School: A Leader´s Guide to Collaborating for Improvement. Harvard Educational Publishing Group, Cambridge, US.

Languages necessary to complete the course:

knowledge of Slovak and English.

Notes:

Past grade distribution

Total number of evaluated students: 24

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

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde018/22	Psychological analysis of school educational situations

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.
Students after completing the course:
- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations
Upon completion of the course, students will be able to:
- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour
Students are competent after completing the course:
- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:
Brief outline of the course:
1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982. Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982.
ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

Languages necessary to complete the course:

slovak and czech

Notes:

subject with psychological focus, in the study plan marked

Past grade distribution

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

Lecturers:

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde018/22	Psychological analysis of school educational situations

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous assessment includes the evaluation of the completion of continuous tasks and assignments, which are carried out in an individual or group form. These are mainly experiential activities and exercises aimed at solving school educational situations. Using role-play and cooperative games, the student practises various strategies and techniques for coping with pupils' inappropriate behaviour (max. 30 points). In small groups during class, they develop a proposal for a prevention or intervention program aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points).
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them, and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, are able to navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school

environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.
A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The goal is to increase sensitivity to inter-individual differences and group dynamics in the context of dealing with school educational situations and to learn specific strategies and techniques for dealing with these situations.
Students after completing the course:
- understand and orient themselves to the basic background and possible reasons for pupil behaviour at school
- know the different forms of inappropriate behaviour at school
- understand the processes of group dynamics in the school classroom
- know the procedures for dealing with different types of inappropriate behaviour at school
- know the intervention methods used in the prevention and resolution of various educational situations
Upon completion of the course, students will be able to:
- identify inappropriate behaviour of the pupil in the educational environment
- to address the occurrence of various forms of inappropriate pupil behaviour
- sensitively take into account inter-individual differences in group dynamics when dealing with school situations
- design and implement an intervention programme aimed at preventing inappropriate behaviour among pupils
- design and implement an intervention programme to address pupil misbehaviour
Students are competent after completing the course:
- think analytically and critically in the design of prevention and intervention programmes
- communicate adequately in cooperation with the pupil's parents or the pupil himself/herself

Class syllabus:
Brief outline of the course:
1. The basic background of inappropriate behaviour of a child at school and its possible causes.
2. Selected types of inappropriate student behaviour in the educational environment and the possibilities of their identification.
3. The influence of family environment and sibling constellation on children's inappropriate behavior at school.

4. The impact of different types of parenting styles in the family and school environment on child behavior.
5. Dreikurs' theory of mistaken behavioral goals (attention, power, revenge, failure avoidance).
6. Intervention techniques appropriate for addressing particular types of inappropriate behavior.
7. Prevention techniques applicable to the prevention of particular types of inappropriate behaviour. Planning prevention strategies.
8. The dynamics of the school classroom as a social group and its influence on student behavior.
9. Classroom management strategies and techniques.
10. Family and school cooperation. Interview with parents.
11. Practical skills training of students in dealing with educational situations in school.

Recommended literature:

Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982. Compulsory reading:
BENDL, S. (2011). Školní kázeň v teorii a praxi. Praha: Triton.208 s., ISBN 978-80-7387-432-2
CANGELOSI, J. S. (2006). Strategie řízení třídy. Portál. 289 s. ISBN 978-80-7367-650-6
Recommended reading.
FONTANA, D. (2010). Psychologie ve školní praxi.Praha: Portál. 384 s. ISBN 978-80-262-0741-2
LEMEŠOVÁ, M., HAMRANOVÁ, A., MINAROVIČOVÁ, K., SABOVÁ, L., SOKOLOVÁ, L. (2017). Psychológia zážitkom. Metodická príručka. Univerzita Komenského. 497 s. ISBN 978-80-223-3655-0
SOKOLOVÁ, L., LEMEŠOVÁ, M., HARVANOVÁ, S. (2019). Čo sa deje v školskej triede? Dva pohľady na nevhodné správanie detí v škole. Pedagogika.sk, 10(1), 47-65. ISSN (online) 1338-0982.
ŠRAMOVÁ, B., DEPTOVÁ, T., HAMRANOVÁ, A., POLIAKOVÁ, E.. (2019). Násilie v intímnych vzťahoch dospievajúcich. Metodika pre prácu v oblasti prevencie. Univerzita Komenského v Bratislave. 189 s. ISBN 978-80-223-4849-2

Languages necessary to complete the course:

slovak and czech

Notes:

subject with psychological focus, in the study plan marked

Past grade distribution

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
83,7	0,0	8,7	2,54	0,72	1,09	3,26

Lecturers:

Last change: 10.11.2022
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde012/22	Qualitative research methods in teaching and pedagogical sciences

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with an assessment, the ratio of interim to final assessment is 100/0. As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-methodological situational (self)reflection (50 points in total) and develop (30 points) and defend (in a colloquial discussion) (20 points) a term paper - a conceptual research proposal focused on a qualitative exploration of educational reality. The outcomes of the mid-term and final assessment will be assessed in the assessment period.
The aim of the assigned tasks is a coherent pedagogical-methodological (self-)reflection of the student teacher, a critique, identification of critical moments of the investigation of teaching and education from the perspective of student teachers of pedagogy, and a coherent conceptual design of a research study aimed at a purposeful and methodologically accurate (in accordance with the principles of qualitative methodology) design of research activities.
A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical

theories and can also critically analyse and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course is that students, upon successful completion, will know and be able to apply the basic principles of qualitative research. Students will be able to develop and apply knowledge of the general and specific areas of the work of the qualitatively oriented researcher and teacher-researcher.
By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of qualitative methodology and pedagogical research, processes of personal-professional development on the basis of cognition and (self-)reflection and will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course:
Principles of qualitative methodology and their theoretical-methodological foundations.
Criteria for methodological rigour in qualitative research.
Subjects and objects of qualitative research.
Qualitative research designs.

Data collection and analysis processes.
Data interpretation in qualitative research.
Specifics of qualitatively oriented educational research.
Objectives of qualitatively oriented educational research.
Teacher as researcher.
Action and teacher research

Recommended literature:

Reference sources:
Required reading:
KOSTRUB, D. 2016. Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-4166-0.
Recommended reading:
FLICK, U. 2009. An Introduction to qualitative research. London : SAGE publications Inc. 2009. ISBN 978-1- 84787-323-1.
GAVORA, P. 2001. Výskum životného príbehu: učiteľka Adamová. In Pedagogika. 2001, roč. 51, č. 3, s. 352 – 368.
GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava : Vydavateľstvo Univerzity Komenského, 2008. 236 s. ISBN 978-80-223-2391-8.
KOSTRUB, D. – OSTRADICKÝ, P. 2019. A qualitative methodology framework of investigation of learning and teaching based on the use of augmented reality. In ICETA 2019 [elektronický dokument] : 17th IEEE International conference on emerging elearning technologies and applications : Information and communication technologies in learning. Starý Smokovec, Slovakia. 2019, s. 425-440. - : 1. vyd. ISBN 978-1-7281-4967-7.
KOSTRUB, D. 2019. The inspiration by qualitative methodology in pedagogical research. Horn : Druckerei Berger, 2019. 238, s. ISBN 978-3-200-06619-9.
KOSTRUB, D. –SEVERINI, E. 2018. Výučba a kvalitatívny výskum. Akčný výskum v didaktickej realite. Siedlce : AKKA, 2018. ISBN 978-83-948104-5-0.
KOSTRUB, D. –TOMÁNKOVÁ, M. 2014. Interakčný príklon vs. interakčný odklon rodiča voči svojmu dieťaťu v pozorovanom správaní. In Sapere Aude 2014 : pedagogika, psychologie a dnešní společnost 4 Hradec Králové : Magnanimitas, 2014. S. 9-21. ISBN 978-80-87952-03-02.
OSTRADICKÝ, P. KOSTRUB, D. 2021. Chain (re)actions as the birth and development of pupil autonomy. In EDULEARN21 [elektronický dokument] : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021 : Roč. 13. - : 1. vyd. ISBN 978-84-09-31267-2. - Barcelona : IATED, 2021. - S. 11734-11742 [CD-ROM].
ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM].
ŠVAŘÍČEK, R.- ŠEĎOVÁ, K. a kol. 2014. Kvlaitativní výzkum v pedagogických vědách. Praha : Portál, 2014. ISBN 978-80-262-0644-6.
ŠVEC, Š., a kol. 1998. Metodológia vied o výchove. Bratislava : IRIS. 1998. 303 s. ISBN 80-88778-73-5.

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

Notes:

Past grade distribution
Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
90,91	0,0	6,82	0,0	0,0	0,0	2,27

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde012/22	**Course title:** Qualitative research methods in teaching and pedagogical sciences
Educational activities: **Type of activities:** lecture + seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	

Course requirements:

Prerequisite subjects: none

Prerequisites for successful completion of the course:

The course is completed with an assessment, the ratio of interim to final assessment is 100/0. As part of the assessment, students will create (25 points) and critically analyse (25 points) a (self)reflective journal (can take the form of a concept map) focused on pedagogical-methodological situational (self)reflection (50 points in total) and develop (30 points) and defend (in a colloquial discussion) (20 points) a term paper - a conceptual research proposal focused on a qualitative exploration of educational reality. The outcomes of the mid-term and final assessment will be assessed in the assessment period.

The aim of the assigned tasks is a coherent pedagogical-methodological (self-)reflection of the student teacher, a critique, identification of critical moments of the investigation of teaching and education from the perspective of student teachers of pedagogy, and a coherent conceptual design of a research study aimed at a purposeful and methodologically accurate (in accordance with the principles of qualitative methodology) design of research activities.

A minimum of 91 points is required for a final grade A, a minimum of 81 points for a grade B, a minimum of 73 points for a grade C, a minimum of 66 points for a grade D and a minimum of 60 points for a grade E. To pass the course, a minimum of 60% of the marks must be obtained.

The rating is awarded on a scale:

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

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

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

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

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

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

A (100-91%, excellent - outstanding results) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can analyse, synthesise and assess (critically evaluate, develop, enrich with own ideas), is oriented in current scientific-pedagogical

theories and can also critically analyse and evaluate them - in relation to the key stages of their development and their implications for practice. It can anticipate their further development, identify and propose solutions to problems in relation to the needs of practice,
B (90-81%, very good - above average standard) - the student knows, understands and can apply (not only basic) relevant professional terminology in the outputs, can critically evaluate, develop and enrich it with his/her own ideas, is familiar with current scientific and pedagogical theories and can also critically evaluate them - in relation to the key stages of their development and their implications for practice, but only in selected problems, not in a generalizing way.
C (80-73%, good - normal reliable work) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, can apply it adequately, but lacks its development by own ideas, applies it in specific, concrete and not generalizing contexts, is oriented in current scientific-pedagogical theories, but lacks their critical and generalizing evaluation,
D (72-66%, satisfactory - acceptable results) - the student knows, understands and can apply at least the basic relevant professional terminology in the outputs, its correct application is limited and its development by own ideas is absent, the student applies it only in specific, concrete and not generalizing contexts, the orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation is absent,
E (65-60%, sufficient - the results meet the minimum criteria) - the student has only a limited understanding and can apply the basic relevant professional terminology in the outputs, its application is limited to defined contexts, critical analysis and development of own ideas is absent, orientation in current scientific-pedagogical theories is limited to specific areas, their critical evaluation and generalization is absent,
Fx (59-0%, insufficient - additional work is required) - student with significant limitations knows, understands, but cannot coherently apply (even basic) relevant professional terminology in the outputs, its application is incoherent, limited to limited contexts, orientation in current scientific-pedagogical theories is incoherent, limited to specific areas, their generalizing application is absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course is that students, upon successful completion, will know and be able to apply the basic principles of qualitative research. Students will be able to develop and apply knowledge of the general and specific areas of the work of the qualitatively oriented researcher and teacher-researcher.
By completing the course, the student will be competent to implement analytical, synthesizing and evaluative processes within the framework of (scientifically relevant - practice-supported) theories of qualitative methodology and pedagogical research, processes of personal-professional development on the basis of cognition and (self-)reflection and will know and be able to apply (in the specific outcomes of the course) the necessary resources, strategies and methods for this purpose.
Transferable competences: the student will know and be able to apply resources, strategies and methods for the continuous development of intra and interpersonal communication, organizational, (self-)cognitive competences.

Class syllabus:
Brief outline of the course:
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Qualitative research designs.

Data collection and analysis processes.
Data interpretation in qualitative research.
Specifics of qualitatively oriented educational research.
Objectives of qualitatively oriented educational research.
Teacher as researcher.
Action and teacher research

Recommended literature:

Reference sources:
Required reading:
KOSTRUB, D. 2016. Základy kvalitatívnej metodológie. Keď interpretované významy znamenajú viac ako vysoké čísla. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-4166-0.
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FLICK, U. 2009. An Introduction to qualitative research. London : SAGE publications Inc. 2009. ISBN 978-1- 84787-323-1.
GAVORA, P. 2001. Výskum životného príbehu: učiteľka Adamová. In Pedagogika. 2001, roč. 51, č. 3, s. 352 – 368.
GAVORA, P. 2008. Úvod do pedagogického výskumu. Bratislava : Vydavateľstvo Univerzity Komenského, 2008. 236 s. ISBN 978-80-223-2391-8.
KOSTRUB, D. – OSTRADICKÝ, P. 2019. A qualitative methodology framework of investigation of learning and teaching based on the use of augmented reality. In ICETA 2019 [elektronický dokument] : 17th IEEE International conference on emerging elearning technologies and applications : Information and communication technologies in learning. Starý Smokovec, Slovakia. 2019, s. 425-440. - : 1. vyd. ISBN 978-1-7281-4967-7.
KOSTRUB, D. 2019. The inspiration by qualitative methodology in pedagogical research. Horn : Druckerei Berger, 2019. 238, s. ISBN 978-3-200-06619-9.
KOSTRUB, D. –SEVERINI, E. 2018. Výučba a kvalitatívny výskum. Akčný výskum v didaktickej realite. Siedlce : AKKA, 2018. ISBN 978-83-948104-5-0.
KOSTRUB, D. –TOMÁNKOVÁ, M. 2014. Interakčný príklon vs. interakčný odklon rodiča voči svojmu dieťaťu v pozorovanom správaní. In Sapere Aude 2014 : pedagogika, psychologie a dnešní společnost 4 Hradec Králové : Magnanimitas, 2014. S. 9-21. ISBN 978-80-87952-03-02.
OSTRADICKÝ, P. KOSTRUB, D. 2021. Chain (re)actions as the birth and development of pupil autonomy. In EDULEARN21 [elektronický dokument] : 13th annual International Conference on Education and New Learning Technologies, Barcelona, 5th - 6th of July, 2021 : Roč. 13. - : 1. vyd. ISBN 978-84-09-31267-2. - Barcelona : IATED, 2021. - S. 11734-11742 [CD-ROM].
ŠIPOŠOVÁ, M. OSTRADICKÝ, P. 2021. Formovanie pedagogického myslenia študentov učiteľstva angličtiny o problematike výučby gramatiky cudzieho jazyka v kontinuu ich cudzojazyčnej výučby (výskumná štúdia) In Forlang [elektronický dokument] : periodický zborník vedeckých príspevkov a odborných článkov z medzinárodnej vedeckej konferencie konanej 23. - 24. júna 2021 : Roč. 8, č. 1. - : 1. vyd. ISBN 978-80-553-3948-1. - Košice : Technická univerzita v Košiciach, 2021. - S. 368-380 [CD-ROM].
ŠVAŘÍČEK, R.- ŠEĎOVÁ, K. a kol. 2014. Kvlaitativní výzkum v pedagogických vědách. Praha : Portál, 2014. ISBN 978-80-262-0644-6.
ŠVEC, Š., a kol. 1998. Metodológia vied o výchove. Bratislava : IRIS. 1998. 303 s. ISBN 80-88778-73-5.

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

Notes:

Past grade distribution
Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
90,91	0,0	6,82	0,0	0,0	0,0	2,27

Lecturers: prof. PaedDr. Dušan Kostrub, PhD., Mgr. Peter Ostradický, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde022/20	Recitation Competitions

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde022/20	Recitation Competitions

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Ľubica Horváthová, PhD., Mgr. Eva Faithová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde016/22	Religious studies

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

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

Class syllabus:

Brief outline of the course:
1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:
ZAVIŠ, M. (2008). Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7
Recommended reading:
ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1
ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X
ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8
GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609
HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh,. 134 s., ISBN 80-85241-64-1
KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2
KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.
KÜNG, H. (2007). Po stopách světových náboženství. Brno: CDK. 179 s. ISBN 80-7325-059-4
ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde016/22	Religious studies

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed with a 100% interim assessment, which includes: a presentation of a selected topic (30% of the assessment) and a final colloquium in the assessment week (70% of the assessment). For successful completion of the course, a minimum of 60% of the presentation grade and 60% of the final colloquium grade is required.
The rating is awarded on a scale:
A (100-91%, excellent - excellent results; students performed excellently during the semester, actively participated in the teaching and showed interest in the subject, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a high level),
B (90-81%, very good - above average standard; students performed very well during the semester, they participated in the teaching, they can work independently with the literature and creatively process and present the acquired knowledge, their theoretical knowledge of religious studies is at a very good level),
C (80-73%, good - normal reliable work; students performed standardly well during the semester, they were able to work independently with the literature and to process and present the acquired knowledge in an appropriate way, their theoretical knowledge of religious studies is at a good level),
D (72-66%, satisfactory - acceptable results; students have limited ability to work independently with the literature and are able to process and present the acquired knowledge with problems; they have slight deficiencies in theoretical knowledge of religious studies),
E (65-60%, sufficient - the results meet the minimum criteria; students have considerable difficulties in working independently with the literature as well as in processing and presenting the acquired knowledge, they have significant deficiencies in theoretical knowledge of religious studies),
Fx (59-0%, insufficient - extra work required).
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:

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

Class syllabus:

Brief outline of the course:
1. Religious studies as a discipline and its key concepts.
2. Hypotheses about the origins of religion; the religious scene of today.
3. Primitive religions: manism and totemism.
4. Ancient religions: Egyptian, Canaanite, Greek, Roman, Celtic and Slavic.
5. Ethnic religions: Taoism, Confucianism and Shintoism.
6. Judaism: doctrine and practice.
7. Christianity: doctrine and practice.
8. Islam: teaching and practice.
9. Hinduism: doctrine and practice.
10. Buddhism: teaching and practice.

Recommended literature:

Compulsory reading:
ZAVIŠ, M. (2008). Repetitórium z religionistiky 1. Bratislava: Univerzita Komenského, 96 s., ISBN 978-80-223-2554-7
Recommended reading:
ELIADE, M. (1995). Dejiny náboženských predstáv a ideí I. Bratislava: Agora, 398 s., ISBN 80-967210-1-1
ELIADE, M. (1997). Dejiny náboženských predstáv a ideí II. Bratislava: Agora, 424 s., ISBN 80-967210-2-X
ELIADE, M. (199+75). Dejiny náboženských predstáv a ideí I-III. Bratislava: Agora, 294 s., ISBN 80-967210-3-8
GLASSENAPP, H.(2009). Päť svetových náboženstiev. Bratislava: Talentum, 488 s., ISBN 9788088979609
HORYNA, B. (1994). Úvod do religionistiky. Praha: Oikoymenh,. 134 s., ISBN 80-85241-64-1
KEENE, M. (2003). Svetové náboženstvá, Bratislava: Ikar, 192 s., ISBN 80-711-8480-2
KOMOROVSKÝ, J. (2000). Religionistika. Veda o náboženstvách sveta a jej pomocné disciplíny. Bratislava: Univerzita Komenského, 154 s. 80-223-0823-4.
KÜNG, H. (2007). Po stopách světových náboženství. Brno: CDK. 179 s. ISBN 80-7325-059-4
ZAVIŠ, M. (2005). New Age – pragmatický synkretizmus dneška/New Age – Pragmatic Syncretism of Today. In: New Age. Bratislava: Ústav pre vzťahy štátu a cirkví, 2005. S. 662-673. ISBN 80-89096-19-0

ZAVIŠ, M. (2013). Paradigma osobnosti kresťanského učiteľa v minulosti a dnes. Bratislava: Univerzita Komenského v Bratislave, 139 s., ISBN 978-80-223-3218-7

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 486

A	ABS	B	C	D	E	FX
37,24	0,0	30,45	15,43	6,17	7,41	3,29

Lecturers: Mgr. Michal Bizoň, PhD.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde023/20	School Magazine/School Radio

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde023/20	School Magazine/School Radio

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 15

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde022/22	School evaluation and self-evaluation

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at dealing with actual situations in the different phases of evaluation in the school. (max. 30 points). In small groups during lessons, they develop a proposal for a prevention or intervention programme aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, can navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge about evaluation and self-evaluation as a tool of educational policy at national and international level, to know the relationship between performance and results in the activities of schools, school organizations and individual actors of educational policy, especially teachers in specific educational situations in schools and to acquire specific knowledge about the phases applied in the process of school self-evaluation.
Students after completing the course:
- understand and understand the basic background and terminology of school evaluation and self-evaluation.
- know the content of evaluation as an educational policy tool
- know the content of the phases applied in the school self-evaluation process
- know the basic methods used in research in the field of educational policy theory
- Upon completion of the course, students will be able to:
- formulate research topics in the field of school evaluation and self-evaluation and propose adequate research methods
- recognise the differences in the categories of evaluation and inspection in the context of dealing with specific situations
- Students are competent after completing the course:
- to analyse the conditions for the implementation of school self-evaluation and areas of the school subject to self-evaluation in the development of programme documents in education and school
- Communicate adequately on the issues of school evaluation and self-evaluation.
Transferable competence is also the acquisition of knowledge about the structure and content of the phases of school evaluation and self-evaluation and the possibility to use it in school practice to gain knowledge useful for improving school management and the educational process in school.
Transferable competencies include the formation of a theoretical basis on educational policy for research activities in this area.

Class syllabus:
Brief outline of the course:
1. International level evaluation and evaluation projects of international organisations.
2. Analysis and interpretation of selected findings of pupils' results from the PISA, PIRLS and TIMSS international surveys.

3. The national level of evaluation of the education system and the tasks of the state school inspection.
4. Summary reports of school inspections in regional education by level of the school system and interpretation of the results of the summary reports.
5. Structure of activities assessed in school. The difference between inspection and evaluation. The relationship between internal and external evaluation.
6. School self-evaluation - explanation and definitions. The essence of self-evaluation and its benefits and risks.
7. Self-evaluation process and its phases.
8. The role of educational research in the design and innovation of school-based evaluation.
9. Selected findings from educational research on school evaluation.
10. Current status of self-evaluation in schools in the Slovak Republic.
11. Need for guidance and training in self-evaluation.

Recommended literature:

Reference sources:
Required reading:
Pisoňová, M. a kol. (2021). Manažment vzdelávania - Teoretické, empirické a praxeologické aspekty riadenia vzdelávacích inštitúcií. Wolters Kluwer.
Vašťatková, J. (2006). Úvod do autoevaluace školy. Olomouc: Univerzita Palackého v Olomouci.Recommended reading.
Kolář, Z. - Šikulová, R. (2005). Hodnocení žáků. Praha: Grada.
Pavlov, I. (1999). Sebahodnotenie kvality školy. Prešov: Metodické centrum.
Plavčan, P. (2019). PIRLS – TIMSS – PISA. Vzdelávanie a kvalita. Brno: MSD.
Veteška, J. - Tureckiová, M. (2008). Kompetence ve vzdělávání. Praha: Grada.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
96,83	0,0	1,59	0,0	0,0	0,0	1,59

Lecturers: prof. Ing. Peter Plavčan, CSc., Mgr. Adriana Poliaková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde022/22	School evaluation and self-evaluation

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for passing the course: 100% of continuous assessment
Continuous evaluation includes the evaluation of the performance of continuous tasks and assignments, which are mainly carried out in an individual form. These are mainly exercises aimed at dealing with actual situations in the different phases of evaluation in the school. (max. 30 points). In small groups during lessons, they develop a proposal for a prevention or intervention programme aimed at eliminating or addressing inappropriate school situations (max. 20 points), which they then present (max. 10 points). The student individually produces a seminar paper (on a specific educational problem situation in school) in which he/she proposes a possible solution (max. 30 points). The student will present the seminar paper continuously according to the timetable (max. 10 points). To pass the course, a minimum score of 60% is required.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For a grade of A, students need to produce excellent results continuously throughout the semester, be able to study independently, be able to navigate a variety of literary sources, and critically select relevant sources for their studies. Students have knowledge of a variety of educational situations in the school environment and how to address them and are able to apply their knowledge in meaningful ways to create assignments.
A grade of B means that the students achieved above average results throughout the semester, were able to study independently, can navigate through various literary sources and critically select relevant sources for their studies, have knowledge of various educational situations in the school environment and their solutions, and are able to apply their knowledge appropriately to the creation of assignments.

A grade of C means that the students performed well during the semester, their theoretical knowledge of various educational situations in the school environment and their solutions is at a good level, but they have deficiencies in their ability to apply this knowledge, they have deficiencies in the critical evaluation and comparison of literary sources and psychological knowledge.
A grade of D means that students were less prepared during the semester, they have slight deficiencies in theoretical knowledge related to various educational situations in the school environment and their solutions. They have considerable difficulties in independent work, they cannot critically analyse information.
A grade of E means that students fail in more than one of the assignments, lack the ability to analyze and compare multiple pieces of knowledge, but have mastered most of the theoretical knowledge in the course.
A grade of FX indicates that the student has not sufficiently completed the course requirements and extra work is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim is to acquire knowledge about evaluation and self-evaluation as a tool of educational policy at national and international level, to know the relationship between performance and results in the activities of schools, school organizations and individual actors of educational policy, especially teachers in specific educational situations in schools and to acquire specific knowledge about the phases applied in the process of school self-evaluation.
Students after completing the course:
- understand and understand the basic background and terminology of school evaluation and self-evaluation.
- know the content of evaluation as an educational policy tool
- know the content of the phases applied in the school self-evaluation process
- know the basic methods used in research in the field of educational policy theory
- Upon completion of the course, students will be able to:
- formulate research topics in the field of school evaluation and self-evaluation and propose adequate research methods
- recognise the differences in the categories of evaluation and inspection in the context of dealing with specific situations
- Students are competent after completing the course:
- to analyse the conditions for the implementation of school self-evaluation and areas of the school subject to self-evaluation in the development of programme documents in education and school
- Communicate adequately on the issues of school evaluation and self-evaluation.
Transferable competence is also the acquisition of knowledge about the structure and content of the phases of school evaluation and self-evaluation and the possibility to use it in school practice to gain knowledge useful for improving school management and the educational process in school.
Transferable competencies include the formation of a theoretical basis on educational policy for research activities in this area.

Class syllabus:
Brief outline of the course:
1. International level evaluation and evaluation projects of international organisations.
2. Analysis and interpretation of selected findings of pupils' results from the PISA, PIRLS and TIMSS international surveys.

3. The national level of evaluation of the education system and the tasks of the state school inspection.
4. Summary reports of school inspections in regional education by level of the school system and interpretation of the results of the summary reports.
5. Structure of activities assessed in school. The difference between inspection and evaluation. The relationship between internal and external evaluation.
6. School self-evaluation - explanation and definitions. The essence of self-evaluation and its benefits and risks.
7. Self-evaluation process and its phases.
8. The role of educational research in the design and innovation of school-based evaluation.
9. Selected findings from educational research on school evaluation.
10. Current status of self-evaluation in schools in the Slovak Republic.
11. Need for guidance and training in self-evaluation.

Recommended literature:

Reference sources:
Required reading:
Pisoňová, M. a kol. (2021). Manažment vzdelávania - Teoretické, empirické a praxeologické aspekty riadenia vzdelávacích inštitúcií. Wolters Kluwer.
Vašťatková, J. (2006). Úvod do autoevaluace školy. Olomouc: Univerzita Palackého v Olomouci.Recommended reading.
Kolář, Z. - Šikulová, R. (2005). Hodnocení žáků. Praha: Grada.
Pavlov, I. (1999). Sebahodnotenie kvality školy. Prešov: Metodické centrum.
Plavčan, P. (2019). PIRLS – TIMSS – PISA. Vzdelávanie a kvalita. Brno: MSD.
Veteška, J. - Tureckiová, M. (2008). Kompetence ve vzdělávání. Praha: Grada.

Languages necessary to complete the course:

slovak and czech

Notes:

Past grade distribution

Total number of evaluated students: 63

A	ABS	B	C	D	E	FX
96,83	0,0	1,59	0,0	0,0	0,0	1,59

Lecturers: Mgr. Adriana Poliaková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde019/22	School institution internships

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 20s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+20, 50 points in total).
Continuous assessment: consists of completing the internship in the required 20 hours in continuous or block form (30 pts.).
Final assessment: consists of a written reflection on the internship according to a predetermined structure (20 pts.).
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

Learning outcomes:
Learning objectives and outcomes:
A student completing the internship in educational institutions course should:
- to get an overview of educational and state institutions (preferably those under the jurisdiction of the Ministry of Education, Science, Research and Sport of the Slovak Republic),
- to get acquainted with the mission, the functioning of the above institutions and the possibilities of cooperation with the school and teachers,
- to get acquainted with the real activities carried out by the employees of the organisations operating in the field of education and training (preferably those under the competence of the Ministry of Education of the Slovak Republic),
- gain practical knowledge of the specifics of working in the institution visited.
Transferable competences: to practise the ability to acquire and process relevant information about the current structure of the visited institution, its goals, tasks, methods of work organisation and quality assurance to apply the knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Class syllabus:
Brief outline of the course:
Instructions on how to organise an internship. Basic information about the selected organisation active in the field of education and training (preferably one that is under the jurisdiction of the Ministry of Education of the Slovak Republic). Familiarisation with the structure, objectives, specific tasks, organisation of work and quality assurance. Completion of an internship in a selected institution within a specified scope in a continuous or block form. Preparation of a written reflection on the traineeship according to a predetermined structure.

Recommended literature:
Recommended reading:
Applicable legislation and internal rules of the organisation in which the traineeship takes place.
Interim and final reports of the projects implemented and being implemented by the organisation.

Languages necessary to complete the course:
slovak and czech

Notes:
Remarks: The course can be completed in continuous or block form.

Past grade distribution
Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
98,44	0,0	1,56	0,0	0,0	0,0	0,0

Lecturers: Mgr. Adriana Poliaková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde019/22	School institution internships

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 20s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: 100% of continuous assessment
Assessment: consists of an interim and a final assessment (30+20, 50 points in total).
Continuous assessment: consists of completing the internship in the required 20 hours in continuous or block form (30 pts.).
Final assessment: consists of a written reflection on the internship according to a predetermined structure (20 pts.).
The rating shall be awarded on a scale of
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, and above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

Learning outcomes:
Learning objectives and outcomes:
A student completing the internship in educational institutions course should:
- to get an overview of educational and state institutions (preferably those under the jurisdiction of the Ministry of Education, Science, Research and Sport of the Slovak Republic),
- to get acquainted with the mission, the functioning of the above institutions and the possibilities of cooperation with the school and teachers,
- to get acquainted with the real activities carried out by the employees of the organisations operating in the field of education and training (preferably those under the competence of the Ministry of Education of the Slovak Republic),
- gain practical knowledge of the specifics of working in the institution visited.
Transferable competences: to practise the ability to acquire and process relevant information about the current structure of the visited institution, its goals, tasks, methods of work organisation and quality assurance to apply the knowledge and competences in the study of other pedagogical disciplines and in their future school practice.

Class syllabus:
Brief outline of the course:
Instructions on how to organise an internship. Basic information about the selected organisation active in the field of education and training (preferably one that is under the jurisdiction of the Ministry of Education of the Slovak Republic). Familiarisation with the structure, objectives, specific tasks, organisation of work and quality assurance. Completion of an internship in a selected institution within a specified scope in a continuous or block form. Preparation of a written reflection on the traineeship according to a predetermined structure.

Recommended literature:
Recommended reading:
Applicable legislation and internal rules of the organisation in which the traineeship takes place.
Interim and final reports of the projects implemented and being implemented by the organisation.

Languages necessary to complete the course:
slovak and czech

Notes:
Remarks: The course can be completed in continuous or block form.

Past grade distribution
Total number of evaluated students: 64

A	ABS	B	C	D	E	FX
98,44	0,0	1,56	0,0	0,0	0,0	0,0

Lecturers: Mgr. Adriana Poliaková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde015/22	Seminar in literary Classicism and Romanticism

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous reading of fiction texts per lesson;
8 hours of preparation for the presentation of the assignment with emphasis on the application of acquired knowledge and reading-interpretation skills;
10 hours of preparation for a written test focused on identifying excerpts from the literary works read;
A total of 60 hours of student work.
Teaching methods: Interpretation, demonstration, dialogue with students, dialogue in a group of students, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (60 points) and on a written test at the end of the midterm focused on the identification of excerpts from the readings of literary works (40 points). The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent,

logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired literary-historical knowledge in a convincing manner, is able to creatively apply and adapt it at an excellent level, innovate and design procedures of working with literary text in school practice, has the ability to creatively solve individual tasks and assignments independently and imaginatively also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his speech is excellent, has well-developed skills of independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and is able to apply it very well, adapt and innovate the procedures of working with literary texts in school practice, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well-developed skills of independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent, arranges the facts presented appropriately and makes only occasional mistakes, can reliably apply the literary-historical knowledge acquired and the existing procedures for working with a literary text in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with a literary text in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with a literary text in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of literary classicism, pre-Romanticism and Romanticism to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:

The student has the skills and competence of versatile interpretation of an artistic text from the period of Slovak literary classicism, pre-romanticism and romanticism and the ability to take a critical attitude to the interpreted text. The student has thoroughly acquired and mastered theoretical knowledge of the history of literary classicism, pre-Romanticism and Romanticism and is able to apply it creatively in literary analytical practice. The student has a comprehensive knowledge of a set of literary texts of the above-mentioned periods and has acquired knowledge of the basic principles of literary analysis. Can apply the acquired theoretical knowledge in practical analyses of specific literary texts, as well as in analyses of problem tasks. He/she can apply the analytical and interpretative skills and acquired competences in the professional and school analysis and interpretation of specific literary texts, understands the specificity and artistic value of selected literary texts and can actively seek new possibilities in the approach to a literary text. Understands

the content of key literary works, grasps their interrelationships and is able to compare them in the context of the Classical, Pre-Romantic and Romantic periods. The student has acquired practical skills in thinking critically about literary texts. The student is able to communicate facts, concepts and opinions, formulate and defend arguments, and creatively and independently apply and interpret them in a complex analysis of works of Slovak Classical, Pre-Romantic and Romantic literature. Has developed analytical skills as well as the ability to think abstractly and critically. The student is able to interpret a literary text in relation to other art forms. The student is able to solve problem-solving tasks and has developed the skill of actively acquiring information and using it to solve practical tasks in the field using appropriate and adequate procedures. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They also have a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The acquired theoretical knowledge, practical skills, achieved competences can be conveyed by the student to the general public and lay addressees and can be applied in the higher level of university studies, but especially creatively applied in the future teaching practice in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Bernolák and the Bernoláks, the Bernolák's polemics; J. Fándly's enlightenment and nation-building activities; the Enlightenment-rationalist starting points in the first Slovak novel by J. I. Bajza.
2. Anacreontic poetry of the waning Rococo; features and motifs of the emerging classicism in the poetic works of J. Palkovič, B. Tablic and P. J. Šafárik.
3. The culmination of Enlightenment classicism in the poetic works of J. Hollý; the aesthetic ideal of classicism.
4. Pre-Romantic tendencies and the idea of Slavic mutuality in the work of J. Kollár.
5. Aesthetic views and artistic, philosophical and social issues in the prose of K. Kuzmány; the world of distorted morality in the dramatic work of J. Chalupka.
6. Poetry of Slovak Romanticism, concepts and forms. The poetic works of S. Chalupka and A. Sládkovič.
7. Various forms of Romantic poetry; the concept of the great cyclic poem by J. Kráľ, balladically tuned poems and the Janosik theme in the poetry of J. Botto.
8. The forms of romantic prose and historical fable in the works of J. Kalinčiak and J. M. Hurban.
9. The messianic line of Slovak romanticism in the poetic works of S. B. Hroboň.
10. Literary polemic with the romantic conception in the work of J. Záborský, typology of dramatic literature of the romantic period, J. Palárik's merry play.
11. Epic image of Slovak society in the matriarchal period. Post-romantic tendencies in the short prose of Ľ. Kubáni and G. K. Zechenter-Laskomerský.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will deepen and develop his/her knowledge of the history of Slovak literary classicism, pre-Romanticism and Romanticism. The stratification of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesizing skills about the literary and historical-social context of the period. The student will gain reading and interpretive experience with specific literary texts from the works of Classical, Pre-Romantic, and Romantic authors of Slovak literature. The student will learn to analyze the meaning of individual works, beginning with the language of the periods, through relationships and motivic plans (reality, characters, plot) to the sujet-compositional and genre construction of the works. They will understand the significance of the Bernolák movement and the nature of the educational and nation-building activities of prose works in the Classical period. They will be

able to explain the Enlightenment-rationalist background in the first Slovak novel by J. I. Bajza and to specify the features and motifs in the poetry of the emerging Classicism and the receding Rococo in selected poems by J. Palkovič, B. Tablic and P. J. Šafárik. He will be able to point out the monumentalisation of Slovak history in the epics of J. Hollý and to perceive the idyllic world of nature in the selaneks. He will be able to explain the idea of Slavic reciprocity, patriotic and nation-building themes and love motifs in the poems of J. Kollár. He will be able to analyse the emotional and thought world of literary characters conveying the aesthetic and philosophical views of K. Kollár. Kuzmány, understand the perception of distorted morality in the satirical hilarious plays of J. Chalupka. He will get to know the main representatives of the period of Slovak literary romanticism. In the poetic works of S. Chalupka, A. Sládkovič, J. Kráľ and J. Botto, he will be able to perceive the inner romantic contradiction of the lyrical hero, the contradiction of the ideal and reality, love motifs, historical themes and, above all, the presence of a national tendency. He will be able to grasp the emphasis on the spiritual principle of all-embracing essential truth in the messianic work of S. B. Hroboň. In the historical romantic prose of J. Kalinčiak and J. M. Hurban, based on an exacerbated plot, it will pay particular attention to the historical context against the background of which the love story takes place. It will recognise the dominant features of the prose and dramatic works of J. Záborský and the merry play of J. Palárik. The student will understand the circumstances of the waning Romanticism and will get to know the epigonic work of Ľ. Kubáni and G. K. Zechenter-Laskomerský. The course will focus mainly on the development of analytical and interpretive skills applicable to the professional and school analysis and interpretation of specific literary texts. The student will deepen and develop literary scientific knowledge, which he/she will be able to apply to literary practice, which will also contribute to the development of students' creativity. The student will be able to communicate and analyse the structure of texts on a given topic, highlight their artistic and aesthetic value, take a critical stance and be able to discuss the topic in a broader cultural and social context. The acquired knowledge and skills will be able to be further developed in pedagogical practice. On the basis of these skills, the student will acquire the competence to apply them in activities aimed at developing literary-critical analysis of literary texts and also in the educational process and school practice. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

BRTÁŇOVÁ, E. 2016. Romantici – kazatelia. In: ZAJAC, P. Štúr, štúrovci, romantici, obrodenci. Bratislava: Ústav slovenskej literatúry SAV, s. 119 – 131. ISBN 978-80-88746-32-4.
VOJTECH, M. 2020. Slovenská klasicistická a preromantická literatúra. 2. vyd. Bratislava: Univerzita Komenského.185 s. ISBN 978-80-223-5022-8.

Recommended readings:

BLAŽENCOVÁ, Ľ. 2022. Tri žalmické adaptácie Andreja Sládkoviča. In: Slovenská literatúra, roč. 69, č. 2, s. 159 – 171. ISSN (print) 0037-6973.
BRTÁŇOVÁ, E.(ed.) 2017. Literárnohistorické kolokvium. IV. Klasicizmus. Bratislava: Ústav slovenskej literatúry SAV. 185 s. ISBN 978-80-88746-37-9. (selected chapters)
ČÚZY, L. a kol. 2004. Panoráma slovenskej literatúry I. Bratislava: Slovenské pedagogické nakladateľstvo. 196 s. ISBN 80-10-00316-6. (selected chapters)

Languages necessary to complete the course:
Slovak

Notes:

Past grade distribution
Total number of evaluated students: 295

A	ABS	B	C	D	E	FX
31,19	0,0	30,51	21,69	9,83	5,08	1,69

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde018/22	Seminar in literary Realism

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous reading of fiction texts per lesson;
8 hours of preparation for the presentation of the assignment with emphasis on the application of acquired knowledge and reading-interpretation skills;
10 hours of preparation for a written test focused on identifying excerpts from the literary works read;
A total of 60 hours of student work.
Teaching methods: interpretation, demonstration, dialogue with students, dialogue in a group of students, problem-based tasks, application of theoretical knowledge to practical examples, analytical and interpretative work with literary text, e-learning, guided self-study

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (60 points) and on a written test at the end of the midterm focused on the identification of excerpts from the readings of literary works (40 points). The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (presentation: less than 36 points, continuous assessment: less than 24 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of literary realism in the required range, logically arranges the presented facts flawlessly,

can critically and independently evaluate the acquired literary-historical knowledge convincingly, can creatively apply, adapt, innovate and design the procedures of working with literary text in school practice at an excellent level, has the ability to deal creatively independently and imaginatively with individual tasks and assignments in wider literary, literary-historical and cultural contexts, the linguistic and stylistic level of his/her expression is excellent, and has well-developed skills for further independent learning;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of literary realism to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired, and is able to apply, adapt and innovate the procedures of working with a literary text in school practice very well, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her speech is very good, has very well developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of literary realism to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the literary-historical knowledge acquired and the existing procedures for working with literary texts in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of literary realism to the required extent, demonstrates some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with literary text in school practice, satisfactorily and mostly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of literary realism to the required extent and significant deficiencies in the arrangement of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with a literary text in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of literary realism to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:
The student has the skills and competence of versatile interpretation of an artistic text from the period of Slovak literary realism and the ability to take a critical attitude to the interpreted text. The student has thoroughly acquired and mastered theoretical knowledge of the history of literary realism and is able to apply it creatively in literary analytical practice. Has a comprehensive knowledge of a set of literary texts of the period of Slovak literary realism, has acquired knowledge of the basic principles of literary analysis. Can apply the acquired theoretical knowledge in practical analyses of specific literary texts, as well as in analyses of problem tasks. He can apply the analytical and interpretative skills and acquired competences in the professional and school analysis and interpretation of specific literary texts, understands the specifics and artistic value of selected literary texts, and actively seeks new possibilities in the approach to a literary text. Understands the content of key literary works, grasps their interrelationships and is able to compare them in the context of the whole period of Realism. The student has acquired practical skills in thinking critically about literary texts. The student is able to communicate facts, concepts and opinions,

formulate and defend arguments, and creatively and independently apply and interpret them in a comprehensive analysis of works of Slovak realist literature. Has developed analytical skills as well as the ability to think abstractly and critically. The student is able to interpret a literary text in relation to other art forms. The student is able to solve problem-solving tasks and has developed the skill of actively acquiring information and using it to solve practical tasks in the field using appropriate and adequate procedures. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They also have a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. The acquired theoretical knowledge, practical skills and achieved competences can be communicated by the student to the general public as well as to lay addressees and can be applied in the higher level of university studies, but especially creatively applied in the future teaching practice in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Poetry on the road from romanticism to realism. The poetry collection of S. Hurban Vajanský and K. Banšell.
2. The meaning-making and compositional principle in the prose work of S. Hurban Vajanský.
3. Lyricism in the period of realism and its parnasistic tendencies in the work of P. Országh Hviezdoslav.
4. Verse epic of P. Országh Hviezdoslav.
5. The innovator of traditions M. Kukučín and his short prose.
6. The forms of autobiographical and memoir prose in the period of realism, the prose of E. Maróthy-Šoltésová.
7. The method of literary realism and prose from the village environment in the work of B. Slančíková Timrava.
8. Prose with an autobiographical heroine and ironic disillusionment in the prose of B. Slančíková Timrava.
9. The forms of the narrator's representation in the prose works of J. Gregor Tajovský.
10. Dramatic work of J. Gregor Tajovský.
11. Aesthetic and ethical principles in the work of Ľ. Podjavorinská and T. Vansová.

The course curriculum covers a range of knowledge and skills that the student will use in his/her educational practice. The student will have knowledge of the history of Slovak literary realism, which he/she will deepen and develop. The layering of topics will provide the student with the necessary body of knowledge to support the formation of creative and synthesising skills about the literary and historical-social context of the period. The student will have reading-interpretive experience with specific literary texts from the works of realist authors of Slovak literature. The student will be able to analyze the meaning of individual works, starting with the language of the periods mentioned, through relationships and motivic plans (reality, characters, plot) to the plot-compositional and genre construction of the works. The student will understand the sequence of development of Slovak literary realism, its founding generation, the generation of late realism and the emergence of modernist tendencies. The student will learn about the nature of the disputes over the new form of literature at the turn of the 1860s and 1870s and the ideological and artistic direction of young poets expressed in the almanac Napred (Forward). He will be able to analyse the attitudes of the lyrical subject in dealing with questions of the personal and the superpersonal in the poetry of the high poetic style of P. Országh Hviezdoslav and the new quality of poetic expression in the work of S. Hurban Vajanský. The student will be able to explain the meaning-making and compositional principles in the prose works of S. Hurban Vajanský and his question of the leading force in the nation. The student will be able to specify the thematic focus on the village man and his customary traditions, the new literary language and the particular humour in M. Kukučín's prose. He will be

able to point out the forms of autobiographical and memoir prose of E. Maróthy-Šoltésová. The student will be able to explain the specific features of the literary work of authors at the turn of the 19th and 20th centuries. The student will be able to analyse the emotional and thought world of literary characters and the original way of depicting human relationships and destinies in the prose works of B. Slančíková Timrava. The student will learn about the dominant features of the prose and dramatic work of J. Gregor Tajovský with the thematisation of misery as a natural part of reality. He will get to know the verse and prose works thematising the position of women in the work of Ľ. Podjavorinská and T. Vansová. The course will focus in particular on the development of analytical and interpretive skills applicable to professional and school analysis and interpretation of specific literary texts. The student will deepen and develop literary scientific knowledge, which will be able to apply to literary practice, which will also contribute to the development of creativity of pupils. He/she will be able to communicate about a given topic and analyze the structure of realistic literary texts, highlight their artistic and aesthetic value and take a critical stance. They will be able to discuss it in a broader cultural and social context. The acquired knowledge and skills will be further developed in teaching practice. On the basis of these skills, he will acquire the competence to apply them in activities aimed at developing literary-critical analysis of literary texts, as well as in the educational process and school practice. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, consolidate and develop his/her ability to formulate and defend arguments, stimulate his/her ability to propose and implement solutions to professional problems on their basis, modifying his/her knowledge and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KAČALA, J. – BOJNIČANOVÁ, R. eds. 2015. Obraz Argentíny, Čile a Francúzska v cestopisnej próze Martina Kukučína. Bratislava: Vydavateľstvo UK. 163 s. ISBN 978-80-223-4044-1. (selected chapters)

SEDLÁK, I. a kol. 2009. Dejiny slovenskej literatúry I. Martin: Matica slovenská, s. 418 – 518. ISBN 978-80-7090-935-5.

Recommended readings:

BLAŽENCOVÁ, Ľ. 2021. Večný pútnik Martin Kukučín. In: SVORADOVÁ, V. – BLAŽENCOVÁ, Ľ. – MASARYK, M.: Osobnosti slovenskej literatúry v interkultúrnych kontextoch. Bratislava: Univerzita Komenského v Bratislave, s. 7 – 28. ISBN 978-80-223-5287-1.

BLAŽENCOVÁ, Ľ. 2023. Reflexia básne Pavla Országha Hviezdoslava Žalm na tisícročnú pamiatku vierozvestcov sv. Cyrila a Metodeja. In: Studia Academica Slovaca: prednášky 59. letnej školy slovenského jazyka a kultúry, roč. 52. Bratislava: Univerzita Komenského v Bratislave, s. 268 – 285. ISBN 978-80-223-5648-0.

ČEPAN, O. 2001. Próza slovenského realizmu. Bratislava: Veda. 290 s. ISBN 80-224-0654-6. (selected chapters)

ČÚZY, L. a kol. 2005. Panoráma slovenskej literatúry II. Bratislava: Slovenské pedagogické nakladateľstvo. 176 s. ISBN 80-10-00674-2. (selected chapters)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 254

A	ABS	B	C	D	E	FX
46,46	0,0	25,98	18,9	6,69	1,97	0,0

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 27.02.2024

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde012/22	Seminar in older literature

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload:
11 x 2 hours of direct teaching = 22 hours;
20 hours of continuous reading of fiction texts per lesson;
8 hours of preparation for the presentation of the assignment with emphasis on the application of acquired knowledge and reading-interpretation skills;
10 hours of preparation for a written test focused on identifying excerpts from the literary works read.
A total of 60 hours of student work.
Teaching methods: lecturing, interpretation of theoretical knowledge and its application to practical examples, moderated conversation, text analysis, guided self-study, e-learning

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated on the presentation of the assigned assignment with emphasis on the application of the acquired knowledge and reading-interpretation skills (60 points) and on a written test at the end of the midterm focused on the identification of excerpts from the readings of literary works (40 points). The course culminates in a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0).
A minimum of 93 points is required for a final grade of A, a minimum of 85 points is required for a grade of B, a minimum of 77 points is required for a grade of C, a minimum of 69 points is required for a grade of D, and a minimum of 60 points is required for a grade of E. To pass the course, a minimum of 60 % of the marks must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the marks in any component of the assessment (presentation: less than 36 marks, final test: less than 24 marks).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has an excellent knowledge of early literature in the required range, logically arranges the facts presented in a flawless manner, can critically and independently evaluate the acquired literary-historical

knowledge in a convincing manner, can creatively apply, adapt, innovate and design procedures for working with literary text in school practice at an excellent level, has the ability to deal creatively independently and imaginatively with individual tasks and assignments in wider literary, literary-historical and cultural contexts, the linguistic and stylistic level of his/her expression is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of early literature to the required extent, arranges the facts presented logically with only minor errors, takes a partially critical attitude to the literary-historical knowledge acquired and is able to apply, adapt and innovate the procedures of working with a literary text in school practice very well, has the ability to independently solve individual tasks and assignments also in a broader literary, literary-historical and cultural context, the linguistic and stylistic level of his/her expression is very good, has very well developed skills for further independent learning;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of early literature to the required extent, arranges the facts presented appropriately and makes only occasional errors, can reliably apply the literary-historical knowledge acquired and the existing procedures for working with literary texts in school practice, solves individual tasks and assignments reliably independently, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of older literature to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired literary-historical knowledge and existing procedures for working with a literary text in school practice, satisfactorily and predominantly independently solves individual tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimal amount of knowledge of older literature in the required range and significant deficiencies in the organisation of facts, can minimally apply the acquired literary-historical knowledge and existing procedures for working with literary text in school practice, solves individual tasks and assignments at a satisfactory level with considerable help, has minimal skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of older literature to the required extent, does not know the facts and their logical connections, cannot apply the acquired literary-historical knowledge to work with a literary text in school practice, cannot solve individual tasks and assignments, cannot further self-study.

Learning outcomes:
The student has the knowledge, skills and competence of versatile interpretation of an artistic text from the period of older Slovak literature, has acquired the ability to take a critical attitude to the interpreted text and is able to transfer the acquired knowledge originally and creatively into pedagogical practice. He or she has thoroughly mastered theoretical knowledge concerning the style and poetics of the period and is able to apply it creatively in literary-analytical practice, i.e. in the analysis of specific texts. The student can creatively and independently apply, argue and interpret the acquired practical skills in a complex analysis of a literary work. Based on problem-solving tasks, the student has acquired the skills to actively gather information and use it to solve practical tasks in the field using appropriate and adequate procedures, as well as the skill to communicate facts, concepts and opinions and to formulate and defend arguments. The student has the competence to independently extend his/her knowledge and the ability to identify and evaluate the broader context of professional issues. They have also developed a number of transferable skills such as analytical thinking, creativity and the ability to think abstractly and critically, reasoning in context, and metacognitive skills. Theoretical knowledge and practical skills can also be applied in higher

education. They can use and creatively apply them in the school environment in the position of a teacher of lower and upper secondary education.

Class syllabus:

1. Oral tradition. Roman stories. Exemplars and their function.
2. Old Slavonic literary monuments and their model of poeticity.
3. Standard poetics in medieval legends and chronicles: the Chronicle of Anonymous, the Legend of the Moor, the Legend of St. Ladislaus, the Legend of St. Margaret.
4. Civic-political reflections in the works of M. Rakovský and J. Koppay.
5. Spiritual lyrics of J. Silván, V. B. Nedožerský, E. Láni. Historical songs: the composition of M. Bosňák and the story of Siládi and Haďmáži.
6. Biblical drama by J. Tesák Mošovský and comic elements in the dramas of P. Kyrmezer.
7. The thematic circuits dominating in didactic-reflective compositions by H. Gavlovič and P. Benický.
8. Two Trnava prints: a collection of prayers by J. Abrahamffy and the collection of sermons by A. Máčaj.
9. F. Selecký. Existential motivation in historical and temporal verse epics: J. Čerňanský, Š. Korbeľ, M. Markovič.
10. Rhetorical analysis of diary prose by J. Simonides, T. Masník and D. Krman Jr.
11. Echoes of national culture in the New Latin-Slovak Market of D. Sinapius Horčička. Composition and content orientation of M. Bel's Historical and Geographical Knowledge.

The taught subject will provide a space for the integration of knowledge and its consolidation in the form of a self-study path leading to the profiling of a professionally qualified personality ready to implement methods of critical thinking about Slovak literature, especially in the context of current trends in thinking about the historical-cultural development of the European cultural space. The course will lead the student to active acquisition of information and effective use of cross-cutting and specialized knowledge, will consolidate and develop his/her skill to formulate and defend arguments, stimulate his/her skill to propose and implement solutions to professional problems on their basis, modifying his/her knowledge in the process, and creatively using appropriate and adequate methods of the discipline. The student will consolidate and develop communication competences, the ability to interpret facts correctly, to be responsible for the quality of his/her work, to observe the principles of author's ethics, the ability to plan and be actively responsible for his/her own education, to develop and consolidate a sense of socially responsible action and pluralistic civic attitudes.

Recommended literature:

Compulsory readings:

KÁKOŠOVÁ, Z. 2007. Príručka k dejinám staršej slovenskej literatúry. Trnava: Univerzita sv. Cyrila a Metoda v Trnave. 209 s. ISBN 978-80-8922-064-9.
TKÁČIKOVÁ, E. 2005. Staršia slovenská literatúra. Antológia textov. Bratislava: Univerzita Komenského. 203 s. ISBN 802-23-1947-3.

Recommended readings:

BRTÁŇOVÁ, E. 2012. Na margo staršej literatúry. Zo žánrovej problematiky 11. – 18. storočia. Bratislava: Ústav slovenskej literatúry SAV – Kalligram. 304 s. ISBN 978-80-8101-678-3.
MINÁRIK, J. 1985. Dejiny slovenskej literatúry I. Bratislava: Slovenské pedagogické nakladateľstvo. 375 s.
ŠMATLÁK, S. 2007. Dejiny slovenskej literatúry I. (9. – 18. storočie). 4. vyd. Bratislava: Literárne informačné centrum. 359 s. ISBN 978-80-89222-28-5.

Further study texts will be available electronically in MS Teams/Moodle.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution
Total number of evaluated students: 259

A	ABS	B	C	D	E	FX
42,86	0,0	29,34	12,36	6,95	4,63	3,86

Lecturers: doc. PhDr. Erika Brtáňová, CSc.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde025/20	Slovak Language and Literature Maturita Exam

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde025/20	Slovak Language and Literature Maturita Exam

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 6

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde026/20	Slovak Language and Literature Olympiad

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 24

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde026/20	Slovak Language and Literature Olympiad

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 4s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 24

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

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

STATE EXAM DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KSJL/M-SLOšt008/16	**Course title:** Slovak language and literature
Number of credits: 3	
Educational level: II.	

Course requirements:

The state examination (including the defence of the final thesis) is in accordance with the internal regulation No.1/2020 Study Regulations of the Faculty of Education of Comenius University, as well as with the internal regulation No.5/2021 Study Regulations of Comenius University.

A student may take the state examination (a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of the last state examination, and (b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme except for the state examination, and (c) without disciplinary proceedings being conducted against him/her.

At the master's degree level of study, 94 credits must be obtained for the study part of the study programme in the prescribed composition. A further 14 credits shall be obtained for the successful defence of the thesis and 12 credits for the subjects of the state examination.

According to VP 23/2021 Internal Quality Assurance System for Higher Education of the Comenius University in Bratislava, Part Six, Article 56, paragraph 2, the student must demonstrate that he/she has acquired the knowledge and that he/she understands and can apply it. He/she is able to creatively solve problems also in broader contexts related to the given field of study, has developed learning skills, and possesses a high degree of independence and autonomy.

The rating is awarded on a scale:

A (excellent - excellent results): outstanding performance: The student has thoroughly and comprehensively mastered the linguistic and literary knowledge of his/her specialisation and the methodology of acquiring it, logically arranges the facts presented in a flawless manner, is able to critically and independently evaluate the acquired knowledge in a convincing manner, is able to practically apply and adapt it at an excellent level in the analysis of texts, is fully oriented in the broader linguistic, literary, literary-historical, cultural and social context, the linguistic and stylistic level of his/her speech is excellent.

B (very good - above average standard): very good performance: The student has very well acquired linguistic and literary knowledge in his/her specialisation and the methodology of acquiring it; he/she arranges the facts presented logically with only minor errors; he/she takes a partially critical attitude to the knowledge acquired and is able to apply and adapt it very well in practice when analysing texts; he/she is fully oriented in the broader linguistic, literary, literary-historical, cultural and social context; the linguistic and stylistic level of his/her speech is very good.

C (good - normal reliable work): good performance: the student has a good grasp of the linguistic and literary knowledge of his/her specialisation and the methodology of acquiring it, organises the facts presented appropriately and makes only occasional mistakes, can apply them reliably in practice when analysing texts, has a reliable grasp of the broader linguistic, literary, literary-historical, cultural and social context, and the linguistic and stylistic level of his/her speech is very good.

D (satisfactory - acceptable results): satisfactory performance: the student has satisfactorily acquired the linguistic and literary knowledge of his/her specialisation and the methodology of acquiring it, demonstrates some deficiencies in the organisation of facts, can satisfactorily apply it practically in the analysis of texts, the linguistic and stylistic level of his/her speech is very good.
E (sufficient - the results meet the minimum criteria): sufficient performance: the student has acquired linguistic and literary knowledge from his/her specialisation and the methodology of their acquisition at a minimum level, demonstrates significant deficiencies in the arrangement of facts, can apply them minimally in the analysis of texts, the linguistic and stylistic level of his/her speech is good.
Fx (insufficient - additional work required): poor performance: the student does not demonstrate sufficient linguistic and literary knowledge of his/her specialisation, does not know the facts and their logical connections, cannot apply them in the analysis of texts.

Learning outcomes:

Learning outcomes are in accordance with the Long-term Plan of the Comenius University/Faculty of Education, the mission and strategic goals of the Comenius University/Faculty of Education, in accordance with the description of the field of study, in accordance with the NKR/SKR/DD, in accordance with the profile of the graduate, in accordance with the learning objectives and learning outcomes in individual subjects of the study programme curriculum and other relevant documents. The student has a thorough knowledge of the system and norm of contemporary written Slovak in all its levels, knows the development and history of the Slovak language, codification of written Slovak, has a comprehensive and complex set of knowledge in the theory of language and linguistics. He has a comprehensive and complete knowledge of the theory of literature and the history of Slovak literature from the Middle Ages to the present day, literature for children and young people, and is familiar with artistic movements, representative authors and works. He or she has a thorough knowledge of linguistic and literary research methodology at a level that enables him or her to practise linguistic and literary analysis, interpretation and evaluation of texts.

Class syllabus:

The state examination consists of two parts, namely 1. Slovak language and 2. Slovak literature.
Slovak language - thematic areas
• Theories of the origin of Slovak language.
• The influence of other languages on Slovak in the earlier period of its development and at present. Vocabulary differentiation in terms of origin.
• Genealogical, typological (morphological) and areal characteristics of Slovak.
• The Great Moravian period in the development of Slovak - language, writing, monuments.
• Bernolák´s and Štúr´s codifications of written Slovak. Spoken Slovak in the Matica and Martin period. Overview of the development of Slovak in the 20th century.
• Stratification of the Slovak national language from various points of view. Territorial division of Slovak dialects.
• System, structure and structuration in the language. Language and speech.
• Communication process. The system of Slovak consonants from the contemporary and developmental point of view. Vowel and phoneme, variants of phonemes. Neutralizations and alternations. Suprasegmental phonic means. The nature of the syllable and its forms. Application of the rhythmic law and other phonetic phenomena in word bending in Slovak.
• Lexicology and its sub-disciplines. The word as a linguistic sign. Meaning structure of a word. Ways of vocabulary enrichment. Basic criteria of vocabulary differentiation.
• Morphematic and morphological structure of a word. Word species in terms of their semantic value. Comprehensive word-species characteristics of individual word species and

their classification. Word-species transitions. Grammatical categories from the contemporary and developmental point of view.
• The syntactic subsystem. Types of syntactic constructions. Sentence syntax, the nature of the sentence, actualization and predication, sentence and utterance, grammatical and modal structure of sentences, basic and developmental sentence articles. Semisentential, concatenative and suprasentential syntax.
• Stylistics. Styles and their classification. Vocabulary differentiation from the stylistic point of view. Stylistic factors. Model text structures (functional language styles, stylistic practices, genres).
Slovak literature - thematic headings
• Literary science, overview of literary science orientations in Slovakia. Versiology. Genology. Thematic, compositional and linguistic structure of a work of fiction.
• Literature for children and youth, periodization structure of Slovak literature for children and youth. Constituting classical fiction literature for youth in the 1930s. Modern Slovak poetry and prose for children and youth in the second half of the 20th century. Poetics of the children's aspect. Non-fiction literature for children and youth.
• Folk tale and fairy tale, poetics and typology. Collectors and their conceptions. Literary folklorism for children in the 20th century.
• Specific features of older Slovak literature. Periodization, literary languages, types and genres. Medieval literature. Ideological and artistic character of Renaissance humanism. Literary production of the Baroque period.
• Classicism, Pre-Romanticism and Romanticism in Slovak literature. International and domestic influences, periodization structure, dominant types and genres.
• Slovak literature on the border between Romanticism and Realism.
• Slovak literary realism in poetry, prose and drama. Generational confrontations.
• Slovak literary modernism. Starting points, character, authors.
• Slovak literature in the interwar period. Developmental differentiation. Pluralism of directions, impulses, poetics, authors.
• Prose of socialist realism and parallel free problematic reflection of man and society.
• Individual and group initiatives in poetry in the 1950s and 1960s. The developmental contribution of the prose writers of the Young Creation generation.
• The novel situation in Slovak prose of the 1970s, the prose of historicism and regionalism.
• Postmodern tendencies in Slovak literature before 1989.
Students will first characterize a selected literary period, genre, and theme, and then document their knowledge, interpretive-analytical skills, and relevant competencies through excerpts from the works they have read. At the same time, they will present strategies for using the literary text in the pedagogical process. The thematic areas will synthesize the knowledge acquired in the individual literature-oriented courses.
The student will comprehensively demonstrate knowledge, skills, and competencies on the state examination according to specific questions from the courses taken.

State exam syllabus:

Recommended literature:
The recommended study literature is listed in the information sheets of the respective courses.

Languages necessary to complete the course:
Slovak

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde014/22	Slovak language orthography principles

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 28 hours of continuous preparation for individual seminars, including preparation for 2 practical orthographic analyses of the text; 10 hours of preparation for the final dictation. Total 60 hours of student work.
Teaching methods: interpretation and explanation, demonstration of theoretical knowledge and concepts on practical examples, practice and justification of problematic orthography phenomena, analysis and solution of problems, discussion of the topic, guided self-study, e-learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical orthography analyses of the text after the 6th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of orthography phenomena (2 x 40 points = 80 points), and a final dictation (20 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 24 points; 2. practical analysis: less than 24 points; dictation: less than 12 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of Slovak orthography to the required extent, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge of orthography convincingly, creatively and at an excellent level apply and adapt it in school and language practice, has the ability to creatively and independently solve individual orthography tasks and assignments also in

a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of Slovak orthography to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge of orthography and can apply and adapt it very well in school and language practice, has the ability to independently solve individual orthography tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of Slovak orthography to the required extent, organises the facts presented appropriately, can reliably apply and adapt the acquired knowledge of orthography in school and language practice, solves individual orthography tasks and assignments reliably, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of Slovak orthography to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of orthography in school and language practice, satisfactorily solves individual orthography tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of Slovak orthography in the required range and deficiencies in the arrangement of facts, can apply the acquired knowledge of orthography minimally in school and language practice, solves individual orthography tasks and assignments at a sufficient level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of Slovak orthography to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of orthography in school and language practice, cannot solve individual orthography tasks and assignments, cannot further self-study.

Learning outcomes:
At the theoretical and practical level, the student thoroughly masters the orthographic standard of written Slovak. He/she has a comprehensive view of Slovak orthography, has knowledge of its principles and orthography rules applied in written communication in written Slovak language and can look at the knowledge base from the perspective of school practice. The student is particularly familiar with problematic phenomena in Slovak orthography and is able to apply the acquired theoretical knowledge to practical examples, can justify individual orthography phenomena and analyse written expressions of written Slovak from the orthographic point of view. They can comprehensively analyse orthography phenomena and orthography problems, solve them independently, look for their synthesis and offer new and creative solutions. The student possesses important practical skills in assessing orthography phenomena, which he/she can creatively and independently apply in solving problem solving tasks in the field, while being able to actively obtain and communicate the necessary information and facts, and adequately formulate and defend relevant professional arguments. He/she has developed analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied by the student primarily in the future practice of a teacher of Slovak language and literature at the lower and upper secondary education level when assessing, analysing and evaluating the orthographic aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the language level, as well as when

correcting language expressions for the needs of the publishing or editorial environment, because they enable him/her to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey information about orthography phenomena to the general public and to offer conclusions and orthography justifications to lay audiences. The student is thoroughly acquainted with the Slovak Orthography Rules as a practical guide in the context of written communication and his/her professional level as well as linguistic culture is at a high level, which also appears to be very necessary in terms of the student's future practice.

Class syllabus:

1. Language and writing, alphabet, orthography. Principles of Slovak orthography.
2. History of the Slovak Orthography Rules.
3. Punctuation and its functions. Punctuation marks.
4. The comma and the functions of the comma. Practising and justifying the correct use of the comma in a simple sentence and in a conjunction. Problematic phenomena in comma writing.
5. Writing quotation marks. Correct use of quotation marks in direct speech and when quoting verbatim.
6. Correct use of the hyphen, the hyphen, the three dots, the apostrophe, parentheses and the slash.
7. Writing i/í and y/ý in native words and in words of foreign origin. Practise and justify the correct spelling of i/í and y/ý after hard, soft and both consonants and in prefixes and suffixes of domestic words.
8. Problematic phenomena in the spelling of i/í and y/ý for individual word types, especially nouns, adjectives, numerals, pronouns, verbs and adverbs. Review and practise declension and conjugation of words.
9. Problematic phenomena in writing words separately and conjugated. Practising the problem.
10. Correct division of words at morpheme boundaries and syllable boundaries. Practising the problem.
11. Writing capital letters. Practising and justifying the correct use of capital letters at the beginning of proprias and within multi-word proprias, at the beginning of sentences, in abbreviations and established marks, in poetry at the beginning of verses, to express respect.

On the basis of the use of the acquired theoretical knowledge of Slovak orthography, which on the one hand will build on the knowledge acquired in the given area in secondary school, but especially in bachelor's studies, and on the other hand will further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills that he/she will be able to apply in the assessment and analysis of orthography phenomena. The student will acquire theoretical knowledge of Slovak orthography. The student will acquire knowledge about the principles of Slovak s orthography, the history of the Slovak Orthography Rules as a orthography codification manual, as well as the basic orthography rules applied in written communication within the written Slovak language, with particular attention to problematic phenomena in Slovak orthography. In this sense, the student will acquire relevant knowledge of the application of punctuation and its functions in written expressions of written Slovak with regard to the correct use of individual punctuation marks, learn the correct orthography of the iota and ypsilon in domestic words and in words of foreign origin, become familiar with the problems of writing words separately and skillfully and the division of words, and acquire knowledge of the correct spelling of capital letters in the Slovak language. In relation to Slovak orthography, the student will also deepen and consolidate the basic theoretical knowledge of Slovak declension and conjugation. This will lead to the student's thorough acquisition and mastery of the orthographic standard of written Slovak, both in theory and in practice. Of particular importance will also be the acquisition of practical skills applied in the assessment and analysis of orthographic phenomena, which will lead the student to apply the acquired theoretical knowledge in practical orthographic analyses and exercises, and especially in the independent solution of problem orthographic tasks and

the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field of Slovak orthography, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using the appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills in the field of Slovak orthography will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of the orthography aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the level of the language, and possibly also for the needs of publishing or publishing, respectively. In the editorial environment, when correcting language expressions, i.e. wherever it is necessary to apply the ability to persuasively assess, analyse and evaluate the orthography of written language expressions. Emphasis on raising the student's professional level and linguistic culture will prove to be equally important in adequately conveying information about orthographic phenomena to the general public, as well as in offering relevant conclusions, orthographic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.

Recommended readings:

DZIVIAKOVÁ, M. 2016. Písmo. Jeho vznik, druhy a význam. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 21 – 30. ISBN 978-80-89726-88-2.
KAČALA, J. 1998. Spisovná slovenčina v 20. storočí. Bratislava: Veda. 85 s. + príloha. ISBN 80-224-0497-7.
NAVRÁTIL, L. – ŠIMURKA, J. 2005. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra: Enigma. 139 s. ISBN 80-89132-19-7.
RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 978-80-969159-1-0. (selected chapters)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
21,9	0,0	27,69	23,97	19,83	5,79	0,83

Lecturers: Mgr. Monika Turočeková, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde014/22	Slovak language orthography principles

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

Type, volume, methods and workload of the student - additional information
Scope, type/method of teaching and organizational form: 2 hours per week seminar, total 22 hours per semester, combined form (primarily in-person)
Student workload: 11 x 2 hours of direct teaching = 22 hours; 28 hours of continuous preparation for individual seminars, including preparation for 2 practical orthographic analyses of the text; 10 hours of preparation for the final dictation. Total 60 hours of student work.
Teaching methods: interpretation and explanation, demonstration of theoretical knowledge and concepts on practical examples, practice and justification of problematic orthography phenomena, analysis and solution of problems, discussion of the topic, guided self-study, e-learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Active participation in the class is required to pass the course. The student will be evaluated during the semester in the form of 2 practical orthography analyses of the text after the 6th and 11th topics, which will be focused on the application of the acquired knowledge and the identification of orthography phenomena (2 x 40 points = 80 points), and a final dictation (20 points). The course is completed with a grade resulting from the continuous assessment of learning outcomes during the teaching part of the semester of study (100/0). A minimum of 93 points is required for a final grade of A, a minimum of 85 points for a grade of B, a minimum of 77 points for a grade of C, a minimum of 69 points for a grade of D, and a minimum of 60 points of the total number of points for a grade of E. To pass the course, a minimum of 60 % of the points must be obtained. Credit will not be awarded to a student who achieves less than 60 % of the points in any component of the assessment (1. practical analysis: less than 24 points; 2. practical analysis: less than 24 points; dictation: less than 12 points).
The rating is awarded on a scale:
A (100 - 93 %, excellent - outstanding): excellent performance: The student has excellent knowledge of Slovak orthography to the required extent, logically arranges the facts presented, can critically and independently evaluate the acquired knowledge of orthography convincingly, creatively and at an excellent level apply and adapt it in school and language practice, has the ability to creatively and independently solve individual orthography tasks and assignments also in

a broader linguistic context, the linguistic and stylistic level of his/her speech is excellent, has well-developed skills for independent further self-study;
B (92 - 85 %, very good - above average standard): very good performance: The student has a very good knowledge of Slovak orthography to the required extent, logically arranges the facts presented, takes a partially critical attitude to the acquired knowledge of orthography and can apply and adapt it very well in school and language practice, has the ability to independently solve individual orthography tasks and assignments also in a broader linguistic context, the linguistic and stylistic level of his/her speech is very good, he/she has very well-developed skills for independent further self-study;
C (84 - 77 %, good - normal reliable work): good performance: the student has a good knowledge of Slovak orthography to the required extent, organises the facts presented appropriately, can reliably apply and adapt the acquired knowledge of orthography in school and language practice, solves individual orthography tasks and assignments reliably, has well-developed skills for further independent learning;
D (76 - 69 %, satisfactory - acceptable results): satisfactory performance: the student has satisfactory knowledge of Slovak orthography to the required extent, shows some deficiencies in the arrangement of facts, can satisfactorily apply the acquired knowledge of orthography in school and language practice, satisfactorily solves individual orthography tasks and assignments, has acceptably developed the skills necessary for self-study;
E (68 - 60 %, sufficient - the results meet the minimum criteria): sufficient performance: the student demonstrates a minimum amount of knowledge of Slovak orthography in the required range and deficiencies in the arrangement of facts, can apply the acquired knowledge of orthography minimally in school and language practice, solves individual orthography tasks and assignments at a sufficient level, has the minimum skills necessary for self-study;
Fx (59 - 0 %, insufficient - additional work required): insufficient performance: the student does not demonstrate sufficient knowledge of Slovak orthography to the required extent, does not know the facts and their logical connections, cannot apply the acquired knowledge of orthography in school and language practice, cannot solve individual orthography tasks and assignments, cannot further self-study.

Learning outcomes:
At the theoretical and practical level, the student thoroughly masters the orthographic standard of written Slovak. He/she has a comprehensive view of Slovak orthography, has knowledge of its principles and orthography rules applied in written communication in written Slovak language and can look at the knowledge base from the perspective of school practice. The student is particularly familiar with problematic phenomena in Slovak orthography and is able to apply the acquired theoretical knowledge to practical examples, can justify individual orthography phenomena and analyse written expressions of written Slovak from the orthographic point of view. They can comprehensively analyse orthography phenomena and orthography problems, solve them independently, look for their synthesis and offer new and creative solutions. The student possesses important practical skills in assessing orthography phenomena, which he/she can creatively and independently apply in solving problem solving tasks in the field, while being able to actively obtain and communicate the necessary information and facts, and adequately formulate and defend relevant professional arguments. He/she has developed analytical skills as well as abstract and critical thinking skills, is able to think in context and has developed the ability to expand his/her knowledge independently. The acquired theoretical knowledge and practical skills can be applied and creatively applied by the student primarily in the future practice of a teacher of Slovak language and literature at the lower and upper secondary education level when assessing, analysing and evaluating the orthographic aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the language level, as well as when

correcting language expressions for the needs of the publishing or editorial environment, because they enable him/her to look at linguistic phenomena in the broadest linguistic contexts. The student is also able to convey information about orthography phenomena to the general public and to offer conclusions and orthography justifications to lay audiences. The student is thoroughly acquainted with the Slovak Orthography Rules as a practical guide in the context of written communication and his/her professional level as well as linguistic culture is at a high level, which also appears to be very necessary in terms of the student's future practice.

Class syllabus:

1. Language and writing, alphabet, orthography. Principles of Slovak orthography.
2. History of the Slovak Orthography Rules.
3. Punctuation and its functions. Punctuation marks.
4. The comma and the functions of the comma. Practising and justifying the correct use of the comma in a simple sentence and in a conjunction. Problematic phenomena in comma writing.
5. Writing quotation marks. Correct use of quotation marks in direct speech and when quoting verbatim.
6. Correct use of the hyphen, the hyphen, the three dots, the apostrophe, parentheses and the slash.
7. Writing i/í and y/ý in native words and in words of foreign origin. Practise and justify the correct spelling of i/í and y/ý after hard, soft and both consonants and in prefixes and suffixes of domestic words.
8. Problematic phenomena in the spelling of i/í and y/ý for individual word types, especially nouns, adjectives, numerals, pronouns, verbs and adverbs. Review and practise declension and conjugation of words.
9. Problematic phenomena in writing words separately and conjugated. Practising the problem.
10. Correct division of words at morpheme boundaries and syllable boundaries. Practising the problem.
11. Writing capital letters. Practising and justifying the correct use of capital letters at the beginning of proprias and within multi-word proprias, at the beginning of sentences, in abbreviations and established marks, in poetry at the beginning of verses, to express respect.

On the basis of the use of the acquired theoretical knowledge of Slovak orthography, which on the one hand will build on the knowledge acquired in the given area in secondary school, but especially in bachelor's studies, and on the other hand will further enable the deepening and systematic development of his/her knowledge into a complex form, the student will acquire practical skills that he/she will be able to apply in the assessment and analysis of orthography phenomena. The student will acquire theoretical knowledge of Slovak orthography. The student will acquire knowledge about the principles of Slovak s orthography, the history of the Slovak Orthography Rules as a orthography codification manual, as well as the basic orthography rules applied in written communication within the written Slovak language, with particular attention to problematic phenomena in Slovak orthography. In this sense, the student will acquire relevant knowledge of the application of punctuation and its functions in written expressions of written Slovak with regard to the correct use of individual punctuation marks, learn the correct orthography of the iota and ypsilon in domestic words and in words of foreign origin, become familiar with the problems of writing words separately and skillfully and the division of words, and acquire knowledge of the correct spelling of capital letters in the Slovak language. In relation to Slovak orthography, the student will also deepen and consolidate the basic theoretical knowledge of Slovak declension and conjugation. This will lead to the student's thorough acquisition and mastery of the orthographic standard of written Slovak, both in theory and in practice. Of particular importance will also be the acquisition of practical skills applied in the assessment and analysis of orthographic phenomena, which will lead the student to apply the acquired theoretical knowledge in practical orthographic analyses and exercises, and especially in the independent solution of problem orthographic tasks and

the synthesis of their new and creative solutions. In doing so, the student will be guided to actively acquire information in the field of Slovak orthography, to use digital technologies and resources, to use the acquired knowledge effectively, to formulate and defend arguments appropriately and on their basis to solve professional problems in the field, using the appropriate methods of the discipline. They will also develop their communication competences, the ability to interpret facts correctly, to take responsibility for the quality of their work, to follow the principles of authorial ethics, the ability to plan and be actively responsible for their own independent learning. They will also learn to look at the acquired knowledge base from the perspective of school practice. The acquired knowledge and skills in the field of Slovak orthography will be necessary for the student primarily in the future practice of a teacher of Slovak language and literature at the level of lower and upper secondary education in the comprehensive assessment, analysis and evaluation of the orthography aspect of pupils' and students' language expressions, and subsequent independent analysis of the problem in the given area at the level of the language, and possibly also for the needs of publishing or publishing, respectively. In the editorial environment, when correcting language expressions, i.e. wherever it is necessary to apply the ability to persuasively assess, analyse and evaluate the orthography of written language expressions. Emphasis on raising the student's professional level and linguistic culture will prove to be equally important in adequately conveying information about orthographic phenomena to the general public, as well as in offering relevant conclusions, orthographic explanations and justifications to lay audiences.

Recommended literature:

Compulsory readings:

Pravidlá slovenského pravopisu. 2013. 4., nezmenené vyd. Bratislava: Veda. 590 s. ISBN 978-80-224-1331-2.

Recommended readings:

DZIVIAKOVÁ, M. 2016. Písmo. Jeho vznik, druhy a význam. In: Písmo a žiaci so stratou sluchu. Ed. D. Tarcsiová. Bratislava: Iris, s. 21 – 30. ISBN 978-80-89726-88-2.
KAČALA, J. 1998. Spisovná slovenčina v 20. storočí. Bratislava: Veda. 85 s. + príloha. ISBN 80-224-0497-7.
NAVRÁTIL, L. – ŠIMURKA, J. 2005. Praktická príručka slovenského pravopisu. 2., upravené a doplnené vyd. Nitra: Enigma. 139 s. ISBN 80-89132-19-7.
RIPKA, I. – IMRICHOVÁ, M. – SKLADANÁ, J. 2005. Príručka slovenského pravopisu pre školy a prax. Bratislava: Ottovo nakladateľstvo. 672 s. ISBN 978-80-969159-1-0. (selected chapters)

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
21,9	0,0	27,69	23,97	19,83	5,79	0,83

Lecturers: Mgr. Mária Dziviaková, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KPg/M-PEDde024/22	**Course title:** Social pedagogy for teachers
Educational activities: **Type of activities:** seminar **Number of hours:** **per week:** 2 **per level/semester:** 26 **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Prerequisite subjects: none Prerequisites for successful completion of the course: The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points). The rating is awarded on a scale: A (100-91%, excellent - excellent results with only minimal errors), B (90-81%, very good - above average results with minor errors), C (80-73%, good - normal reliable work, average results), D (72-66%, satisfactory - acceptable results, but significant errors occur), E (65-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student). A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester. A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester. A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help	

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course School Social Pedagogy is to provide students with knowledge in the field of school social pedagogy. The student knows and understands the specifics of the concepts of school social pedagogical work. The student understands the functions and target groups of school social-educational work. The student can explain the importance of teacher collaboration with the school social educator and other professional and educational personnel in the eastern guidance system.
Can explain the negative consequences of a child's/pupil's disadvantaging family environment on the educational process. Knows and understands the specifics of the education of children and pupils from disadvantaged family backgrounds. Can name and justify selected support measures and intervention programmes in the education of pupils from disadvantaged backgrounds.
The student understands the socio-pedagogical aspects of prevention and intervention of problem behaviour of pupils. He/she can apply the acquired knowledge in solving educational difficulties of pupils resulting from difficult life situation and specifics of family life with special emphasis on pupils coming from socially disadvantaged background.
Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
Target groups of school social-educational work. Functions of school social-educational work. Classical conceptions of school socio-pedagogical work in Germany with emphasis on the concept of the School of Social Education (socio-pedagogical competences of the teacher).
Cooperation of the teacher with the school social pedagogue and other pedagogical and professional staff of the school.
Socio-pedagogical aspects of inclusive education. Socio-educational work with the class collective in an inclusive school environment.
Categorization of children/pupils from socially disadvantaged backgrounds. Specifics of education of pupils from socially disadvantaged backgrounds. School achievement of pupils from socially disadvantaged backgrounds. Socio-educational work with children and pupils from socially disadvantaged backgrounds. Pupil foreigner (with different mother tongue). Support measures and selected intervention programmes for children and pupils from disadvantaged family backgrounds.

Socio-pedagogical aspects of the education of pupils in a specific life situation: a pupil from a foster family in school. A pupil from a family in the process of divorce. A pupil from a family at risk of domestic violence.
Socio-educational aspects of working with pupils with problem behaviour, prevention and intervention.

Recommended literature:

Reference sources:
Required reading:
ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.
ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.
ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.
Recommended reading:
BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.
ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.
Reference sources:
Required reading:
ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.
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ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.
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BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.
ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.
LIBERČÁNOVÁ, K. 2020. Sociálnovýchovný proces u detí so špecifickými potrebami v oblasti správania sa. In Komponenty sociálnopedagogického procesu a ich aplikácia v spoločenskej praxi. Trnava: Trnavská univerzita, 2020, s.87-104. ISBN 978-80-568-0384-4.
NIKLOVÁ, M. 2020. Edukácia žiakov zo sociálne znevýhodneného prostredia. In Manažment školy v praxi. 1. 2020. ISSN 1339-925X.
ZEMANČÍKOVÁ, V. 2015. Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015. s. 292-700. ISBN 978-80-223-3747-2.
ZEMANČÍKOVÁ, V. 2021. Sociálne aspekty čitateľskej gramotnosti s akcentom na dieťa zo sociálne znevýhodňujúceho prostredia na Slovensku. In: Sociální pedagogika: časopis pro vědu a praxi. 8(2), 2021.
ZEMANČÍKOVÁ, V.- BOMBA, L. 2012. Vplyv socioekonomického statusu rodiny na prospech žiaka v škole - súčasný stav na Liptove In: Pedagogika.sk, 2012. roč.17, č. 3, s. 145-171. ISSN 1338-0982.
Language required for the course: slovak language, czech language

Languages necessary to complete the course:

slovak language, czech language

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
55,56	0,0	11,11	22,22	0,0	0,0	11,11

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-PEDde024/22	Social pedagogy for teachers

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course:
The course is completed by assessment, 100% of the interim assessment. Interim assessment includes: the student will prepare a seminar paper (maximum possible number of points - 40). The seminar paper is a condition for the award of the overall grade. The student completes an intermediate written examination of knowledge (maximum possible points - 60). For successful completion of the course, it is necessary to obtain at least 60% of the points (min. 60 out of 100 points).
The rating is awarded on a scale:
A (100-91%, excellent - excellent results with only minimal errors),
B (90-81%, very good - above average results with minor errors),
C (80-73%, good - normal reliable work, average results),
D (72-66%, satisfactory - acceptable results, but significant errors occur),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - passing the course still requires a significant amount of effort and work on the part of the student).
A minimum of 91 points is required for a final grade of A. For this grade, the student should demonstrate: a creative and original approach in the development of intermediate assignments, excellent professional knowledge and its application in problem solving, excellent orientation in the subject matter, excellent communication skills, responsibility and timely completion of assignments, exceptional activity in the classroom during the semester.
A score of at least 81 points is required for a final grade of B. For this grade, the student should demonstrate: a creative approach in developing ongoing assignments using a model, above average expertise and application of that expertise in problem solving using tutorials, above average orientation to the problem, above average communication skills, responsibility and timely completion of assignments, above average activity in class during the semester.
A minimum of 73 points is required for a final grade of C. For this grade, the student should demonstrate: the ability to develop intermediate assignments using the given template, good professional knowledge and its application in solving problem problems in a group or with the help

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

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes:
The aim of the course School Social Pedagogy is to provide students with knowledge in the field of school social pedagogy. The student knows and understands the specifics of the concepts of school social pedagogical work. The student understands the functions and target groups of school social-educational work. The student can explain the importance of teacher collaboration with the school social educator and other professional and educational personnel in the eastern guidance system.
Can explain the negative consequences of a child's/pupil's disadvantaging family environment on the educational process. Knows and understands the specifics of the education of children and pupils from disadvantaged family backgrounds. Can name and justify selected support measures and intervention programmes in the education of pupils from disadvantaged backgrounds.
The student understands the socio-pedagogical aspects of prevention and intervention of problem behaviour of pupils. He/she can apply the acquired knowledge in solving educational difficulties of pupils resulting from difficult life situation and specifics of family life with special emphasis on pupils coming from socially disadvantaged background.
Transferable competences developed during students' work in seminars: by analysing, solving and discussing problems from seminar assignments, the student is able to communicate his/her conclusions, think critically and think in context.

Class syllabus:
Brief outline of the course:
Target groups of school social-educational work. Functions of school social-educational work. Classical conceptions of school socio-pedagogical work in Germany with emphasis on the concept of the School of Social Education (socio-pedagogical competences of the teacher).
Cooperation of the teacher with the school social pedagogue and other pedagogical and professional staff of the school.
Socio-pedagogical aspects of inclusive education. Socio-educational work with the class collective in an inclusive school environment.
Categorization of children/pupils from socially disadvantaged backgrounds. Specifics of education of pupils from socially disadvantaged backgrounds. School achievement of pupils from socially disadvantaged backgrounds. Socio-educational work with children and pupils from socially disadvantaged backgrounds. Pupil foreigner (with different mother tongue). Support measures and selected intervention programmes for children and pupils from disadvantaged family backgrounds.

Socio-pedagogical aspects of the education of pupils in a specific life situation: a pupil from a foster family in school. A pupil from a family in the process of divorce. A pupil from a family at risk of domestic violence.
Socio-educational aspects of working with pupils with problem behaviour, prevention and intervention.

Recommended literature:

Reference sources:
Required reading:
ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.
ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.
ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.
Recommended reading:
BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.
ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.
Reference sources:
Required reading:
ŠUHAJDOVÁ, I. 2019. Výchova detí zo sociálne znevýhodňujúceho prostredia. Trnava: Pedagogická fakulta Trnavskej univerzity v Trnave, 2019. ISBN 978-80-568-0358-5.
ZEMANČÍKOVÁ, V. 2012. Školská sociálno-pedagogická práca v Nemecku, vznik a klasické koncepcie In: Sociálny pedagóg v škole : zborník príspevkov z medzinárodného odborného seminára, Banská Bystrica, 2012. s. 173-180. ISBN 978-80-557-0465-4.
ZEMANČÍKOVÁ, V. 2014. Problémové správanie žiakov a úloha sociálneho pedagóga v reflexii učiteľov In: Sociální pedagogika: časopis pro vědu a praxi. 2(1), s.22-36. 2014. ISSN 1805-8825.
Recommended reading:
BAKOŠOVÁ, Z. 2005. Sociálna pedagogika ako životná pomoc. Bratislava: Stimul, 2005. ISBN 80-89236-00-6.
ČOKYNA, J. A okraje máš kde? N Press, 2019. ISBN 978-80-99925-06-0.
LIBERČÁNOVÁ, K. 2020. Sociálnovýchovný proces u detí so špecifickými potrebami v oblasti správania sa. In Komponenty sociálnopedagogického procesu a ich aplikácia v spoločenskej praxi. Trnava: Trnavská univerzita, 2020, s.87-104. ISBN 978-80-568-0384-4.
NIKLOVÁ, M. 2020. Edukácia žiakov zo sociálne znevýhodneného prostredia. In Manažment školy v praxi. 1. 2020. ISSN 1339-925X.
ZEMANČÍKOVÁ, V. 2015. Rómske deti a ich vzdelanostný pokrok. In: Slovenská encyklopédia edukológie. Bratislava: Univerzita Komenského, 2015. s. 292-700. ISBN 978-80-223-3747-2.
ZEMANČÍKOVÁ, V. 2021. Sociálne aspekty čitateľskej gramotnosti s akcentom na dieťa zo sociálne znevýhodňujúceho prostredia na Slovensku. In: Sociální pedagogika: časopis pro vědu a praxi. 8(2), 2021.
ZEMANČÍKOVÁ, V.- BOMBA, L. 2012. Vplyv socioekonomického statusu rodiny na prospech žiaka v škole - súčasný stav na Liptove In: Pedagogika.sk, 2012. roč.17, č. 3, s. 145-171. ISSN 1338-0982.
Language required for the course: slovak language, czech language

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

Notes:

Past grade distribution
Total number of evaluated students: 9

A	ABS	B	C	D	E	FX
55,56	0,0	11,11	22,22	0,0	0,0	11,11

Lecturers: Mgr. Vladimíra Zemančíková, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde026/22	Strategies for developing student creativity

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change:

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde026/22	Strategies for developing student creativity

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 0

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

Lecturers: Mgr. Barbora Jaslovská, PhD., Mgr. Peter Ostradický, PhD., Mgr. Adriana Poliaková, PhD., doc. Mgr. Martin Kuruc, PhD.

Last change:

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde005/22	Teaching practice 1 (A)

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (A):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:
The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution
Total number of evaluated students: 1007

A	ABS	B	C	D	E	FX
80,64	0,0	12,61	2,68	1,49	0,99	1,59

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde005/22	Teaching practice 1 (A)

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (A), will complete within 2 weeks 30 hours of practice in the approbation subject (A), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required)
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes:
Learning objectives and outcomes and transferable competences:
The aim of pedagogical practice 1A is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (A) in primary and secondary schools. During the practicum the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing the pedagogical practice 1 A, the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing the pedagogical practice 1 A, the student can apply the requirements of school documentation when designing a teaching unit, can process the preparation for the lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (A):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:
Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:
The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution
Total number of evaluated students: 1007

A	ABS	B	C	D	E	FX
80,64	0,0	12,61	2,68	1,49	0,99	1,59

Lecturers: doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Eva Faithová, PhD., Mgr. Katarína Minarovičová, PhD., Mgr. Ivana Dendys, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Lucia Hlavatá, PhD., Mgr. Patricia Kotlebová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde006/22	Teaching practice 1 (B)

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

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (B):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Language required for the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 958

A	ABS	B	C	D	E	FX
76,72	0,0	14,3	5,01	1,15	1,67	1,15

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde006/22	Teaching practice 1 (B)

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

Number of credits: 2

Recommended semester: 1.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the practice methodologist of the approbation subject (B), will complete within 2 weeks 30 hours of practice in the approbation subject (B), including 10 hours of tutorials, 10 hours of outcomes and 10 hours of analyses with a trainee teacher in a primary or secondary school according to the subject/content specialisation. From the tutorials and outcomes the student keeps a personal portfolio of teaching practice. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the practice methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 1 (B) is to orient the student to real school practice, the work of teachers and pupils in the teaching process of the subject (B) in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and, on the basis of theoretical knowledge, analyses the teaching process in its entirety. During the outcomes, the student is able to work out the methodological preparation for the teaching unit, he/she is able to appropriately implement the individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 1 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 1 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject approbation, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of the literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for teaching, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final phase of the outcome: reflection on own preparation and analysis of teaching with the trainee teacher.
Final colloquium of Teaching practice 1 (B):
The colloquium conducted with the pedagogical practice methodologist leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
National curriculum for ISCED 2 and ISCED 3
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Language required for the course:
Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Notes: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 958

A	ABS	B	C	D	E	FX
76,72	0,0	14,3	5,01	1,15	1,67	1,15

Lecturers: Mgr. Katarína Minarovičová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weissová, PhD., doc. Mgr. Beatriz Gómez-Pablos Calvo, PhD., Mgr. Lucia Hlavatá, PhD., Mgr. Patricia Kotlebová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde007/22	Teaching practice 2 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (A):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

Lecturers:

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde007/22	Teaching practice 2 (A)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-practise seminar with the apprenticeship methodologist (A), complete 45 hours of practice, including 10 hours of tutorials, 20 hours of outcomes and 15 hours of analysis with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (A) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (A). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (A), the student is able to orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (A), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (A):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (A) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 883

A	ABS	B	C	D	E	FX
80,52	0,0	14,84	2,94	0,91	0,34	0,45

Lecturers: Mgr. Ľubica Horváthová, PhD., Mgr. Katarína Minarovičová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde008/22	Teaching practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (B):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

Lecturers: Mgr. Katarína Minarovičová, PhD., doc. PhDr. Ivica Kolečáni Lenčová, PhD., Mgr. Ivana Dendys, PhD., Mgr. Dominika Weissová, PhD., Mgr. Lucia Hlavatá, PhD., PaedDr. Eva Smetanová, PhD.

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KP/M-VUZde008/22	Teaching practice 2 (B)

Educational activities:
Type of activities: practice
Number of hours:
per week: **per level/semester:** 3t
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisites for successful completion of the course:
The course is completed by assessment (100% of the interim assessment).
The student will attend a pre-praxis seminar with the apprenticeship methodologist (B), complete 45 hours of practice, including 10 hours of exercises, 20 hours of outcomes and 15 hours of analyses with a trainee teacher in an elementary or secondary school according to the subject/content of the apprenticeship. The student keeps a personal portfolio of teaching practice from the tutorials and outcomes. The personal portfolio is an indicator of the student's personal commitment and responsibility. The portfolio may be in print or electronic format. The student submits the portfolio to the Practice Methodologist for evaluation, and at the end of the portfolio the student attends a colloquium to evaluate and reflect on the teaching practice.
The rating is awarded on a scale:
A (100-91%, excellent - outstanding results),
B (90-81%, very good - above average standard),
C (80-73%, well - normal reliable work),
D (72-66%, satisfactory - acceptable results),
E (65-60%, sufficient - results meet minimum criteria),
Fx (59-0%, insufficient - extra work required).
For successful completion of the course it is necessary to obtain at least 60% of the points.
A - excellent results: the student is able to apply procedures in the processes of formulating objectives according to different taxonomies of objectives. The student can analyze and classify methods and forms and other didactic categories in practice. The student is able to work effectively with professional sources. The student can critically, factually assess and evaluate the presented solutions of others, can evaluate the quality of his/her own work.
B - above average standard: the student can apply the procedures in the processes of formulating goals according to different taxonomies of goals. The student can analyze and classify methods and forms and other didactic categories in practice. Above-average orientation in the problems of general didactics, above-average communication skills, completion of assigned tasks. Critical evaluation is at borderline level.

C - normal reliable work: the student is able to work out the assigned tasks, average orientation in the problems of general didactics. Can apply the procedures in the processes according to the model and with the teacher's help. Average activity on intermediate assignments.
D - acceptable results: the student is able to work out intermediate tasks with the help of the teacher, average orientation in general didactics, average student activity.
E - the results meet the minimum criteria: the student can define and define basic didactic concepts and elements, but cannot define them in educational contexts. Critical assessment and evaluation are absent. Sufficient level of practical skills and professional knowledge.
FX - extra work is required: the student has very little knowledge of basic didactic terminology, cannot apply it in the outputs, there is no application of procedures, correct elaboration of tasks. Critical assessment and evaluation are absent.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning outcomes
Learning objectives and outcomes and transferable competences:
The aim of Teaching practice 2 (B) is orientation to real school practice, the work of teachers and pupils in the teaching process in primary and secondary schools. During the practicum, the student observes the teaching process of a trainee teacher and analyses the teaching process in its entirety on the basis of the theoretical knowledge of the didactics of the subject approbation (B). During the outcomes, the student is able to elaborate the methodological preparation for the teaching unit, he/she is able to appropriately implement individual objectives, methods, forms, teaching means and phases into the teaching process.
After completing Teaching practice 2 (B), the student can orientate in real school practice, in the work of teachers and pupils in primary and secondary school teaching. The student is able to integrate and confront the theoretical and practical component of university training, is able to process the record of the hospitalization of the teaching unit, is able to conduct his/her own teaching outputs and real educational activity in the conditions of primary and secondary school. After completing Teaching practice 2 (B), the student can apply the requirements of school documentation in designing a teaching unit, can process the preparation for a lesson according to the subject specialization, can interpret and predict educational phenomena, can appropriately implement individual objectives, methods, forms, teaching means and phases in the teaching process. The student can perceive pedagogical and psychological phenomena in a real school situation, register and interpret them accurately.

Class syllabus:
Brief outline of the course:
Hospitalization activity:
Preparatory phase of the hospitalization: pre-practicum seminar, definition of the requirements for the implementation of the practice, preparation and study of the hospitalization sheets, study of didactic literature, pre-hospitalization interview with the trainee teacher.
Implementation phase of the hospitalization: self-observation of the teaching process, processing of the hospitalization sheets.
Final phase of the hospitalization: interpretation of observed educational phenomena, analysis of the hospitalization portfolio.
Output activity:
Preparatory phase for the output: elaboration of the methodological preparation for, analysis of the methodological preparation for teaching with the trainee teacher,
Implementation phase of the output: implementation of the teaching unit, implementation of the individual objectives, methods, forms, teaching means and phases into the teaching process.

Final outcome stage: reflection on own preparation and teaching with the trainee teacher.
Final colloquium of teaching practice 2 (B):
The colloquium conducted with the methodologist of pedagogical practice of the approbation subject (B) leads students to confront theory with practice, to perceive the concept in relation to the specific educational activity, to the specific work of the teacher, but above all in relation to the pupil.

Recommended literature:

Recommended reading:
ČAPEK, R. (2020). Uč jako umělec. Jan Melvil Publishing, 240s., ISBN 978-80-7555-105-4
DOUŠKOVÁ, K., ĽUPTÁKOVÁ-VANČÍKOVÁ, K. (2009). Pedagogická prax v príprave učiteľa. Banská Bystrica: Univerzita Mateja Bela, 196 s. 978-80-8083-867-6
IVANOVIČOVÁ, J., KRAMÁREKOVÁ, H. (2010). Pedagogická prax – súčasť pregraduálnej prípravy budúcich učiteľov. Nitra: Fakulta prírodných vied, 108 s. ISBN 978-80-8094-680-7
KONTÍROVÁ, S. (2011). Pedagogická prax študentov učiteľstva akademických predmetov. Košice: Univerzita Pavla Jozefa Šafárika, 115 s. ISBN 978-80-7097-834-4
KOSTRUB, D., SEVERINI, E. (2016). Portfólio v pedagogickej praxi študenta. In: Švec, V., Lojdová, K., Pravdová, B. Učitelské praxe – současné poznatky a perspektivy. Brno. Masarykova univerzita. 2016 s. 150-156. ISBN 978-80-210-8274-8
KRATOCHVÍLOVÁ, J., SVOJANOVSKÝ, P. a kol. (2020). Standard kvality profesních kompetencí studenta učitelství. Brno: Masarykova Univerzita, Katedra pedagogiky. ISBN 978-80-210-9581-6
Pedagogical documentation according to subject specialization.

Languages necessary to complete the course:

Slovak, English and Czech (in the case of language subject approbations also the target language)

Notes:

Remarks: The internship is carried out in the terms determined by the schedule of the academic year of PdF UK. It is preceded by an initial briefing session of students with the methodologist of the practice of a given apprenticeship. The designation (A) for practical training applies to the first field of study in the combination, the designation (B) to the second (according to the abbreviation of the study programme).

Past grade distribution

Total number of evaluated students: 826

A	ABS	B	C	D	E	FX
77,12	0,0	16,71	3,75	1,69	0,12	0,61

Lecturers:

Last change: 09.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde024/20	Testing 5/Testing 9

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

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

Lecturers: Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KSJL/M-SLOde024/20	Testing 5/Testing 9

Educational activities:
Type of activities: internship
Number of hours:
per week: **per level/semester:** 6s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 21

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

Lecturers: Mgr. Eva Faithová, PhD., Mgr. Ľubica Horváthová, PhD.

Last change: 10.02.2021

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde015/22	Textbook and educational resources creation and evaluation

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

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale:
A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching.
They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.

Class syllabus:

Brief outline of the course:
Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

Recommended literature:
Recommended reading:
GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.
KNECHT,P. , JANIK,T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.
MAŇÁK,J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.
MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.
NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.
PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
93,42	0,0	1,32	1,32	0,0	0,0	3,95

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde015/22	Textbook and educational resources creation and evaluation

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

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:
Prerequisite subjects: none
Prerequisites for successful completion of the course: the course is completed with an assessment (100% of the continuous assessment).
During the semester, the student's task is to solve continuously assigned tasks and to participate in the presentation and discussion of their solutions in seminars. The solution of each problem is evaluated with points. The maximum possible number of points for all assignments combined is 30. The rating is awarded on a scale:
A minimum of 28 points is required for a final grade A (excellent - outstanding results), a minimum of 25 points for a grade B (very good - above average standard), a minimum of 22 points for a grade C (good - normal reliable work), a minimum of 20 points for a grade D (satisfactory - acceptable results) and a minimum of 18 points for a grade E (satisfactory - results meet the minimum criteria). A grade of FX (Inadequate - extra work required) will be awarded to students who score 17 points or less. To pass the course, a minimum score of 60% is required.
Scale of assessment (preliminary/final): 100/0

Learning outcomes:
Learning objectives and outcomes and transferable competences:
After completing the course, students will be able to explain the functions and individual elements of the textbook structure, describe the system of its creation and the current textbook policy in the Slovak Republic. They will be able to analyse, critically reflect on and discuss the elements of quality of a particular textbook defined in individual assignments. Students will be able to explain the background to the creation of various educational resources and define the specifics of the creation and use of digital educational resources in teaching.
They will be able to search for digital educational content in its central repositories and open educational resources. Students will develop their analytical and critical thinking, communication, lecturing and metacognitive skills while solving, presenting and discussing the results of ongoing assignments. Students will be able to use the acquired knowledge and skills creatively in the study of other didactic disciplines and in their future teaching practice.

Class syllabus:

Brief outline of the course:
Textbook as a specific type of teaching aid. Functions and structure of a textbook. Textbook production system and textbook policy in the Slovak Republic. Analysis and evaluation of textbook quality. Basis for the development of teaching texts, textbooks and other educational resources. Specifics of creation and use of digital educational resources in teaching. Use of central repositories of digital educational content and open educational resources.

Recommended literature:
Recommended reading:
GAVORA, P., et al. How to develop students' reading comprehension. Nitra: Enigma, 2008.
KNECHT,P. , JANIK,T. et al. Textbooks from the perspective of pedagogical research. Brno: Paido, 2008.
MAŇÁK,J., KNECHT, P. Textbook evaluation. Brno: Paido, 2007.
MAŇÁK, J., KLAPKO, D. Textbooks under the magnifying glass. Brno: Paido, 2006.
NOGOVÁ, M. et al. The procedure of creating and publishing textbooks. Bratislava : ŠPÚ, 2005.
PŠENÁKOVÁ, I. Creation of didactic interactive materials and criteria of their quality evaluation. Trnava: Faculty of Education, Trnava University of Technology, 2021

Languages necessary to complete the course:
slovak and czech

Notes:

Past grade distribution
Total number of evaluated students: 76

A	ABS	B	C	D	E	FX
93,42	0,0	1,32	1,32	0,0	0,0	3,95

Lecturers: Ing. Mgr. Jozef Strakoš, PhD.

Last change: 10.11.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde012/22	Training of teachers´social skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 2., 4.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 22.04.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025

University: Comenius University Bratislava

Faculty: Faculty of Education

Course ID:	**Course title:**
PdF.KPg/M-VUZde012/22	Training of teachers´social skills

Educational activities:
Type of activities: practicals
Number of hours:
per week: **per level/semester:** 24s
Form of the course: on-site learning

Number of credits: 2

Recommended semester: 1., 3.

Educational level: II.

Prerequisites:

Course requirements:

Learning outcomes:

Class syllabus:

Recommended literature:

Languages necessary to complete the course:

Notes:

Past grade distribution
Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
91,67	0,0	1,67	2,5	0,0	0,0	4,17

Lecturers: doc. Mgr. Martin Kuruc, PhD.

Last change: 22.04.2022

Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.

COURSE DESCRIPTION

Academic year: 2024/2025	
University: Comenius University Bratislava	
Faculty: Faculty of Education	
Course ID: PdF.KP/M-VUZde027/24	**Course title:** Študentská vedecká, odborná a umelecká činnosť 1
Educational activities: **Type of activities:** **Number of hours:** **per week:** **per level/semester:** **Form of the course:** on-site learning	
Number of credits: 2	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements:	
Learning outcomes:	
Class syllabus:	
Recommended literature:	
Languages necessary to complete the course:	
Notes:	

Past grade distribution
Total number of evaluated students: 4

ABS	M
100,0	0,0

Lecturers:
Last change: 20.02.2025
Approved by: prof. PaedDr. Dušan Kostrub, PhD., prof. PhDr. Peter Žeňuch, DrSc., prof. PhDr. Mária Potočárová, PhD.