

## Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-211/15	<b>Course title:</b> 18th Century English Novel
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Theory and History of British Literature 1 and 2	
<b>Course requirements:</b> Active participation in discussions on particular literary work on the basis of the list or required works according to the period studied at the moment (1720s up the end of the 18th century); one written test (in the middle of the term (30%), seminar paper on the basis of a particular literary work assigned in advance, oral presentation (40%). 30 % final written test in the examination period. The condition of being allowed to be examined is gaining of minimum 60% within the continuous evaluation during the term. Final evaluation is executed in the form of a written test. Evaluation Scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A. Violation of the academic ethics will be punished according to the degree of seriousness of a misdemeanour from worsening of evaluation up to submitting a proposal of disciplinary proceedings. The dates of final evaluation will be made public in agreement with the text of the Study Statues in the last week of the term. Scale of assessment (preliminary/final): 70 / 30 %.	
<b>Learning outcomes:</b> Students will gain orientation on elementary works, crucial authors and theoretical problems of English novel from the the beginning of the 18th century (1720s, since the publication of R. Crusoe by D. Defoe) up to the end of that century (works by L. Sterne and T. Smollett). Students will gain orientation in development of the novel as a new genre in the 18th century. By critical reading and analysing of novels by D. Defoe, S. Richardson, J. Swifta, T. Smollett and H. Fielding students will be acquainted with developmental transformations as a new narrative genre and will understand the role of novel as a tool of representation of a wider social a historical context. Students will be able to analyze literary works on the basis of knowledge of theory of literature and with having a respect to contemporary historical context and the state of English society, they will recognize fundamental compositional and semantic elements of literary work, their meaning and mutual determination and will be able to interpret meaning of literary works from the aspect	

of global social-historical context. Along with being acquainted with particular literary sources students learn also the most important Slovak translations of the works published by most important Slovak translators.

**Class syllabus:**

The rise of the genre: Daniel Defoe: Robinson Crusoe and other his works as fundamental works of the given genre which caused the wave of its imitations (so-called Robinsonades).

Satirical novel by Jonathan Swift The Gulliver Travels: criticism of English colonialism in Ireland and a satire on contemporary political life.

Sentimentalism: Samuel Richardson: Pamela, Clarissa as a manifestation of upper middle-class life values.

Realistic novel and a comic romance: parody of Henry Fielding on the novel Pamela: Shamela and the novel Tom Jones

Laurence Sterne: Narrative experiments in the novel Tristram Shandy

Picaresque novel: Tobias Smollett: Roderick Random

**Recommended literature:**

ALEXANDER, Michael. A History of English Literature, Basingstoke, Hampshire: Palgrave Macmillan, 2007. ISBN 978-0-230-00723-9

CARTER, Ronald, McRAE, John. The Routledge History of Literature in English, Abingdon: Routledge. 2001. ISBN 0-415-24318-1

DRABBLE, Margaret. The Oxford Guide to English Literature. Oxford: Oxford University Press, 1993.

ISBN:9780199214921

GILL, Richard. Mastering English Literature. Basingstoke: Palgrave, 2006. ISBN 978-1-4039-4488-7

STŘÍBRNÝ, Zdeněk. Dějiny anglické literatury II. Praha: Academia, 1987

WIDDOWSON, Peter. The Palgrave Guide to English literature and Its Context 1500-2000, Basingstoke, Hampshire: Palgrave Macmillan,2004.ISBN 0-333-79218-1

**Languages necessary to complete the course:**

Participation in the subject requires knowledge of English at least on the level C1 according to Common European Framework of Reference of Language Skills (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
68,18	0,0	18,18	9,09	4,55	0,0	0,0

**Lecturers:** Mgr. Marián Gazdík, PhD.

**Last change:** 08.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-211/15	<b>Course title:</b> 18th Century English Novel
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Theory and History of British Literature 1 and 2	
<b>Course requirements:</b> Active participation in discussions on particular literary work on the basis of the list or required works according to the period studied at the moment (1720s up the end of the 18th century); one written test (in the middle of the term (30%), seminar paper on the basis of a particular literary work assigned in advance, oral presentation (40%). 30 % final written test in the examination period. The condition of being allowed to be examined is gaining of minimum 60% within the continuous evaluation during the term. Final evaluation is executed in the form of a written test. Evaluation Scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A. Violation of the academic ethics will be punished according to the degree of seriousness of a misdemeanour from worsening of evaluation up to submitting a proposal of disciplinary proceedings. The dates of final evaluation will be made public in agreement with the text of the Study Statues in the last week of the term. Scale of assessment (preliminary/final): 70 / 30 %.	
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of global social-historical context. Along with being acquainted with particular literary sources students learn also the most important Slovak translations of the works published by most important Slovak translators.

**Class syllabus:**

The rise of the genre: Daniel Defoe: Robinson Crusoe and other his works as fundamental works of the given genre which caused the wave of its imitations (so-called Robinsonades).

Satirical novel by Jonathan Swift The Gulliver Travels: criticism of English colonialism in Ireland and a satire on contemporary political life.

Sentimentalism: Samuel Richardson: Pamela, Clarissa as a manifestation of upper middle-class life values.

Realistic novel and a comic romance: parody of Henry Fielding on the novel Pamela: Shamela and the novel Tom Jones

Laurence Sterne: Narrative experiments in the novel Tristram Shandy

Picaresque novel: Tobias Smollett: Roderick Random

**Recommended literature:**

ALEXANDER, Michael. A History of English Literature, Basingstoke, Hampshire: Palgrave Macmillan, 2007. ISBN 978-0-230-00723-9

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STŘÍBRNÝ, Zdeněk. Dějiny anglické literatury II. Praha: Academia, 1987

WIDDOWSON, Peter. The Palgrave Guide to English literature and Its Context 1500-2000, Basingstoke, Hampshire: Palgrave Macmillan,2004.ISBN 0-333-79218-1

**Languages necessary to complete the course:**

Participation in the subject requires knowledge of English at least on the level C1 according to Common European Framework of Reference of Language Skills (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 22

A	ABS	B	C	D	E	FX
68,18	0,0	18,18	9,09	4,55	0,0	0,0

**Lecturers:** Mgr. Marián Gazdík, PhD.

**Last change:** 08.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-214/15	<b>Course title:</b> 20th Century Canadian Short Stories
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Introduction to Canadian Literature	
<b>Course requirements:</b> Continuous evaluation (education part) 100 % /0% Active participation in seminars on particular short stories on the basis of the list of required short stories; two written tests (the first in the middle of the term (30%), the second final test (30%)), seminar paper on the basis of a chosen author of short stories or some specific problem connected with the genre of short story in Canadian literature of the 20th century, oral presentation (40%). Condition of awarding credits is reaching at least 60% points within continuous evaluation. Grading scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A. There are two allowed absences with a duty to prove them. Violation of academic ethics will be punished according to a degree of their importance from lowering of the grade result up to submitting a proposal on disciplinary proceeding. The dates of continuous evaluation will be published in accordance with the content of Study Statutes in the first week of education part of the term. Minimal border of success: 60% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> - Students acquire or revise basic theoretical genre specific features of short story as a particular short prosaic genre. - Students get familiar with various literary pieces and significant authors of Canadian short stories of the 20th century. - Students apply the methods of critical reading at analysing and interpreting important short stories of Canadian literature and assess their value. - Students can place the analysed pieces in social and historical context and create certain idea on the tendencies of the development of the Canadian society during the 20th century.	
<b>Class syllabus:</b> 1. Rise of modernism represented by the works of Morley Callaghan and Sinclair J. Ross.	

2. Remarkable realist short story writer of the inter-war period: Ethel Wilson.
3. Post-war (1950s and 1960s) years representing new impulse for Canadian short story writing. Works by Alice Munro and Mavis Gallant.
4. Two important women short prose writers depicting complex multi-ethnic Canadian society: Margaret Laurence and Alice Munro.
5. Significant representative of voices from the outside: emigrant's experience in the works of Mavis Gallant.
6. 1970s: rising experimental and post-modern trends and feminist reflection of position of women in Canadian short story writing: Margaret Atwood
7. 1970s and 1980s: other post-modern and experimental tendencies in Canadian short prose writing: Leon Rooke, Barry Callaghan and b.p.nichol.
8. Reflection of the position of the "First nations" in Canadian society: B. Johnston, H. Garner a M. Laurence
9. The last two decades of Canadian short story writing: multi-ethnic experience and post-modern elements in the works of Evelyn Lau, Yann Martell and Madeleine Thien.
10. 20th century Canadian short story as a mosaic of Canadian society and its development.

**Recommended literature:**

NISCHIK, Reingard M. (ed.). The Canadian Short Story: Interpretations. Rochester, New York: Camden House, 2007. ISBN: 978-1-57113-127-0.

NISCHIK, Reingard M. (ed.). History of Literature in Canada. Rochester, New York: Camden House, 2008. ISBN: -101: 1571133593

ONDAATJE, Michael (ed.). The Faber Book of Contemporary Canadian Short Stories. London, Boston : Faber and Faber, 1994. ISBN: 0-571-14276-1.

ATWOOD, Margaret. Survival. A Thematic Guide to Canadian literature. Toronto, ANANSI 1972.

GORJUP, Branko (ed.): Tichá hudba. Antológia anglo-kanadských poviedok. Bratislava: JUGA 2000. ISBN: 80-85506-74-2.

**Languages necessary to complete the course:**

Participation in the subject requires knowledge of English at least on the level B2 according to Common European Framework of Reference of Language Skills (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
83,33	0,0	13,89	1,98	0,0	0,0	0,79

**Lecturers:** Mgr. Marián Gazdík, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-214/15	<b>Course title:</b> 20th Century Canadian Short Stories
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Introduction to Canadian Literature	
<b>Course requirements:</b> Continuous evaluation (education part) 100 % /0% Active participation in seminars on particular short stories on the basis of the list of required short stories; two written tests (the first in the middle of the term (30%), the second final test (30%)), seminar paper on the basis of a chosen author of short stories or some specific problem connected with the genre of short story in Canadian literature of the 20th century, oral presentation (40%). Condition of awarding credits is reaching at least 60% points within continuous evaluation. Grading scale: 0-60-68-76-94-92-100 = Fx-E-D-C-B-A. There are two allowed absences with a duty to prove them. Violation of academic ethics will be punished according to a degree of their importance from lowering of the grade result up to submitting a proposal on disciplinary proceeding. The dates of continuous evaluation will be published in accordance with the content of Study Statutes in the first week of education part of the term. Minimal border of success: 60% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>- Students acquire or revise basic theoretical genre specific features of short story as a particular short prosaic genre.</li> <li>- Students get familiar with various literary pieces and significant authors of Canadian short stories of the 20th century.</li> <li>- Students apply the methods of critical reading at analysing and interpreting important short stories of Canadian literature and assess their value.</li> <li>- Students can place the analysed pieces in social and historical context and create certain idea on the tendencies of the development of the Canadian society during the 20th century.</li> </ul>	
<b>Class syllabus:</b> 1. Rise of modernism represented by the works of Morley Callaghan and Sinclair J. Ross.	

2. Remarkable realist short story writer of the inter-war period: Ethel Wilson.
3. Post-war (1950s and 1960s) years representing new impulse for Canadian short story writing. Works by Alice Munro and Mavis Gallant.
4. Two important women short prose writers depicting complex multi-ethnic Canadian society: Margaret Laurence and Alice Munro.
5. Significant representative of voices from the outside: emigrant's experience in the works of Mavis Gallant.
6. 1970s: rising experimental and post-modern trends and feminist reflection of position of women in Canadian short story writing: Margaret Atwood
7. 1970s and 1980s: other post-modern and experimental tendencies in Canadian short prose writing: Leon Rooke, Barry Callaghan and b.p.nichol.
8. Reflection of the position of the "First nations" in Canadian society: B. Johnston, H. Garner a M. Laurence
9. The last two decades of Canadian short story writing: multi-ethnic experience and post-modern elements in the works of Evelyn Lau, Yann Martell and Madeleine Thien.
10. 20th century Canadian short story as a mosaic of Canadian society and its development.

**Recommended literature:**

NISCHIK, Reingard M. (ed.). The Canadian Short Story: Interpretations. Rochester, New York: Camden House, 2007. ISBN: 978-1-57113-127-0.

NISCHIK, Reingard M. (ed.). History of Literature in Canada. Rochester, New York: Camden House, 2008. ISBN: -101: 1571133593

ONDAATJE, Michael (ed.). The Faber Book of Contemporary Canadian Short Stories. London, Boston : Faber and Faber, 1994. ISBN: 0-571-14276-1.

ATWOOD, Margaret. Survival. A Thematic Guide to Canadian literature. Toronto, ANANSI 1972.

GORJUP, Branko (ed.): Tichá hudba. Antológia anglo-kanadských poviedok. Bratislava: JUGA 2000. ISBN: 80-85506-74-2.

**Languages necessary to complete the course:**

Participation in the subject requires knowledge of English at least on the level B2 according to Common European Framework of Reference of Language Skills (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 252

A	ABS	B	C	D	E	FX
83,33	0,0	13,89	1,98	0,0	0,0	0,79

**Lecturers:** Mgr. Marián Gazdík, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-107/15	<b>Course title:</b> Academic Writing
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-117/20	
<b>Course requirements:</b> Continuous assessment: - 10% active participation (regular contributions to class discussions) - 40% short written assignments - 50% final research paper Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon a successful completion of the course, students will be familiar with the structure, form, and methodology of writing academic texts in English, they will have understood the foundations of research and sourcework, they will be able to present an effective argument, and they will have acquired competencies necessary for writing theses.	
<b>Class syllabus:</b> 1. Research topic, research question, thesis statement 2. Research, types of sources, source evaluation 3. Paraphrasing and summarizing skills 4. Citation techniques 5. Work with sources, plagiarism, types of plagiarism, and how to avoid plagiarism 6. Basic citation styles (MLA, APA, Chicago), bibliography compilation 7. English paragraph and source integration 8. Essay composition, structure, and coherence 9. Writing introductions, techniques, thesis statements	

10. Writing conclusions, techniques  
 11. Analyzing student essays, most common shortcomings

**Recommended literature:**

BAZERMAN, Charles. The Informed Writer: Using Sources in the Disciplines. 3rd edition. Boston: Houghton Mifflin, 1989. ISBN 0-395-36901-0.  
 DOLLAHITE, Nancy E. and Julie HAUN. Sourcework: Academic Writing from Sources. Boston: Heinle, 2006. ISBN 978-0-618-41287-7.  
 GREETHAM, Bryan. How to Write Better Essays. New York: Palgrave, 2001. ISBN 0-333-94715-0.  
 HAMILTON, Carole L. Anthem Guide to Essay Writing [online]. London: Anthem Press, 2011. Available at: ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=3001959>.  
 LEVIN, Peter. Write Great Essays [online]. New York: McGraw-Hill Education, 2009. Available at: ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=487786>.  
 MURRAY, Neil and Geraldine HUGHES. Writing up Your University Assignments and Research Projects [online]. New York: McGraw-Hill Education, 2008. Available at: ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=345139>.  
 SHIELDS, MungLing. Essay Writing: A Student's Guide. Los Angeles: SAGE, 2010. ISBN 978-1-84787-090-2.  
 ZEMACH, Dorothy and Lisa A. RUMISEK. Academic Writing: From Paragraph to Essay. Oxford: Macmillan, 2005. ISBN 978-1-4050-8606-6.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 270

A	ABS	B	C	D	E	FX
41,85	0,0	27,04	12,22	7,78	1,85	9,26

**Lecturers:** Mgr. Lucia Grauzľová, PhD.

**Last change:** 24.05.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-107/15	<b>Course title:</b> Academic Writing
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-117/20	
<b>Course requirements:</b> Continuous assessment: - 10% active participation (regular contributions to class discussions) - 40% short written assignments - 50% final research paper Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon a successful completion of the course, students will be familiar with the structure, form, and methodology of writing academic texts in English, they will have understood the foundations of research and sourcework, they will be able to present an effective argument, and they will have acquired competencies necessary for writing theses.	
<b>Class syllabus:</b> 1. Research topic, research question, thesis statement 2. Research, types of sources, source evaluation 3. Paraphrasing and summarizing skills 4. Citation techniques 5. Work with sources, plagiarism, types of plagiarism, and how to avoid plagiarism 6. Basic citation styles (MLA, APA, Chicago), bibliography compilation 7. English paragraph and source integration 8. Essay composition, structure, and coherence 9. Writing introductions, techniques, thesis statements	

10. Writing conclusions, techniques  
 11. Analyzing student essays, most common shortcomings

**Recommended literature:**

BAZERMAN, Charles. The Informed Writer: Using Sources in the Disciplines. 3rd edition. Boston: Houghton Mifflin, 1989. ISBN 0-395-36901-0.  
 DOLLAHITE, Nancy E. and Julie HAUN. Sourcework: Academic Writing from Sources. Boston: Heinle, 2006. ISBN 978-0-618-41287-7.  
 GREETHAM, Bryan. How to Write Better Essays. New York: Palgrave, 2001. ISBN 0-333-94715-0.  
 HAMILTON, Carole L. Anthem Guide to Essay Writing [online]. London: Anthem Press, 2011. Available at: ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=3001959>.  
 LEVIN, Peter. Write Great Essays [online]. New York: McGraw-Hill Education, 2009. Available at: ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=487786>.  
 MURRAY, Neil and Geraldine HUGHES. Writing up Your University Assignments and Research Projects [online]. New York: McGraw-Hill Education, 2008. Available at: ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=345139>.  
 SHIELDS, MungLing. Essay Writing: A Student's Guide. Los Angeles: SAGE, 2010. ISBN 978-1-84787-090-2.  
 ZEMACH, Dorothy and Lisa A. RUMISEK. Academic Writing: From Paragraph to Essay. Oxford: Macmillan, 2005. ISBN 978-1-4050-8606-6.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 270

A	ABS	B	C	D	E	FX
41,85	0,0	27,04	12,22	7,78	1,85	9,26

**Lecturers:** Mgr. Lucia Grauzľová, PhD.

**Last change:** 24.05.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-236/22	<b>Course title:</b> Algorithms and Data Structures
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 4 per level/semester: 52</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FMFL.KDMFI/1-UIN-241/15 - Programming (3)	
<b>Course requirements:</b> Interim assessment: assessment of short tests (30%) and several smaller projects (20%) Examination: test and practical exam at the computer Indicative grading scale: A 88%, B 81%, C 74%, D 67%, E 60% Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> After completing the course, students will understand different abstract data types, understand the differences between their different implementations, will be able to estimate the complexity of operations on individual structures, will be able to use more complex data structures and advanced algorithms in programming more complex problems, analyze and compare programs solving the same problem in terms of efficiency.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>• complexity criteria, program run time calculation, asymptotic notation</li> <li>• basic abstract data types - list, stack, row</li> <li>• tree, binary tree, binary search tree</li> <li>• balanced tree</li> <li>• priority queue</li> <li>• chart, searching, backtracking</li> <li>• dictionary, hashing</li> <li>• sorting</li> </ul>	
<b>Recommended literature:</b> the teacher's own electronic study materials published on the subject's website, resp. in Moodle Ryant, I .: Object-Oriented Algorithms and Data Structures, 2017, P. 288 Wróblewski, P .: Algorithms: Data Structures and Programming Techniques, Computer Press, 2004, p. 350 Mehlhorn, K., Sanders, P .: Algorithms and data structures: The basic toolbox. Berlin: Springer, 2008	

Cormen, T.H., Leiserson, C.E., Rivest, R.L., Syein, C.: Introduction to Algorithms, MIT Press; 3rd edition, 2009

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 72

A	B	C	D	E	FX
25,0	12,5	12,5	20,83	16,67	12,5

**Lecturers:** doc. RNDr. Zuzana Kubincová, PhD.

**Last change:** 22.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-206/18	<b>Course title:</b> American Literature until the End of the 19th Century
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KAA/A-buAN-202/18 - Introduction into the Study of Literature or FiF.KAA/A-buAN-202/22 - Introduction into the Study of Literature	
<b>Antirequisites:</b> FiF.KAA/A-buAN-206/15	
<b>Course requirements:</b> During the teaching part of the semester, active participation in seminar discussions based on reading the required materials and completing sub-tasks - individually or in teams, as well as a short exam test during the semester is a requirement (50%). In the exam period, students will take a final test (50%) Midterm/final assessment weighting: 50/50 Grading scale: A ≥92% B ≥84% C ≥76% D ≥68% E ≥60% Fx <60% Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> This course focuses on the reading, analysis, and interpretation of selected works of American literature from the colonial period to the late 19th century. Students will become familiar with major authors and literary movements in American literature through the late 19th century and will be able to understand literary works in their historical and social context. Particular attention is also given to connections with the Central European and contemporary social context, as this is relevant general knowledge applicable in an educational setting. By the end of the learning process, the student understands stylistic differences in relevant periods of American literature as well as their social and historical context, can critically analyze literary works, and apply critical reading practices in analyzing and interpreting representative works.	
<b>Class syllabus:</b> 1. Introduction – essential information about the course.	

2. Beginnings – the Puritan writing of Thomas Hooker (1586-1647), Anne Bradstreet (1612-1672), and Cotton Mather (1663-1728). Religious guidelines, strict moral values and their effect on the texts. Modern scholarship – Paul Boyer & Stephen Nissembaum: Salem Possessed (1974)
3. Away from the religious doctrine, towards democracy and human rights. Thomas Jefferson (1743-1826): Declaration of Independence (1776), Notes on the State of Virginia (1787). Thomas Paine (1737-1809): Common Sense (1776)
4. National literature - Washington Irving (1783-1859): Rip van Winkle (1819), The Legend of Sleepy Hollow (1820). Defining fiction writing. The first success of ‘American’ literature abroad.
5. The American Gothic - Edgar Allan Poe (1809-1849): Annabel Lee (1849), The Tell-Tale Heart (1843). Romantic poetry & short prose.
6. Transcendentalism. Ralph Waldo Emerson (1803-1882): Self-Reliance (1841). ‘To be great is to be misunderstood.’ One of the most influential essays of the 19th century. Henry David Thoreau (1817-1862): On Civil Disobedience (1849). ‘That government is best which governs the least.’ Margaret Fuller (1810-1850): Woman in the 19th Century (1855).
7. American renaissance and Dark Romanticism – Nathaniel Hawthorne (1804-1864) – The Minister’s Black Veil (1836), Young Goodman Brown (1835).
8. American renaissance continued - Herman Melville (1819-1891) – Bartleby the Scrivener (1856). Symbols and their interpretation. Walking in bewitched woods and staring at the wall in Wall Street. Detailed insight in the technique and artistic approach of Hawthorne and Melville.
9. The impact of transcendentalism. Walt Whitman (1819-1892) – Song of Myself (1855). Poetry of endless vigour and exuberance. The sound of the famous barbaric yawp. Emily Dickinson (1830-1886) – selected poems.

**Recommended literature:**

- BAYM, Nina et al. The Norton Anthology of American Literature, Vol. 1. New York: W. W. Norton, 1989. ISBN 0-393-95736-5.
- CUNLIFFE, Marcus. American Literature to 1900. London: Sphere Books, 1975. ISBN 0-7221-8055-1.
- GRAY, Richard. A History of American Literature. Malden: Blackwell, 2004. ISBN 0-631-22135-2.
- HAYES, Kevin J. (ed.). The Oxford Handbook of Early American Literature. New York: Oxford University Press, 2008. ISBN 978-0-19-518727-4.
- LAWRENCE, D. H. Studies in Classic American Literature. London: Penguin, 1971. ISBN 0-14-018377-9.
- McMICHAEL, George et al. Anthology of American Literature Volume 1: Colonial through Romantic. New York: Macmillan, 1989. ISBN 0-02-379601-4.
- RULAND, Richard a Malcolm BRADBURY. From Puritanism to Postmodernism. New York: Penguin Books, 1992. ISBN 0-14-014435-8.

**Languages necessary to complete the course:**

Participation in the course requires English competence at C1 level of the CEFR.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 446

A	ABS	B	C	D	E	FX
44,84	0,0	27,58	16,59	6,5	3,36	1,12

**Lecturers:** doc. Mgr. Ivan Lacko, PhD., PhDr. Jozef Pecina, PhD.

**Last change:** 07.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-210/17	<b>Course title:</b> Australia and New Zealand Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-210/15	
<b>Course requirements:</b> 1. A short oral presentation (30 points) on a selected and current topic from an Australian or New Zealand newspaper; 2. A response paper (30 points) on a selected film or television series with an Australian or New Zealand theme; 3. A general knowledge test (40 points) at the end of the semester, which will examine the knowledge gained on the topics outlined in the course outline below. <b>Grading scale:</b> 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX The teacher will accept a maximum of two absences without documented evidence. Violations of academic ethics will be sanctioned by a reduction in the grade awarded and even the submission of the case for disciplinary action, depending on the degree of severity. Exact dates and topics for the continuous evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> This course provides students with a general introduction to aspects of the history, cultures, and societies of Australia and New Zealand through presentations, discussions, and audio-video material. Students will be able to discuss these countries in comparison to Slovakia and gain a solid overview of the customs and national institutions, history, politics, economies, and ethnic relations in Australia and New Zealand. Students will also be able to compare these two countries with other countries in the English-speaking world with confidence.	
<b>Class syllabus:</b>	

1. Australian Aborigines - history before and after 1788, society, culture, religion, traditions. 2. New Zealand Maori - history before and after 1840, society, culture, religion, traditions. 3. Colonization and the migration policies of Australia and New Zealand from the 19th century to the present day. 4. The political system in Australia and New Zealand. 5. The economic structure of Australia and New Zealand. 6. Military history. 7. Urban life and culture. 8. Sport and other recreational activities. 9. Australia and New Zealand's mutual relations. 10. Australian and New Zealand English - important aspects. 11. Australia and New Zealand's relationship with Slovakia.

**Recommended literature:**

BARRER, Peter. Going Nowhere for Now: Changing New Zealand's Flag and the Move to a Republic [online]. Hradec Králové Journal of Anglophone Studies, vol. 5, no. 1, 2018, pp. 24-36 [cit. 2021-10-14]. Available at: [http://pdf.uhk.cz/hkjas/pi/pdf/vol5nr2\\_2018.pdf#page=24](http://pdf.uhk.cz/hkjas/pi/pdf/vol5nr2_2018.pdf#page=24).

KIRKPATRICK, Andy. World Englishes: implications for international communication and English language teaching. Cambridge [Eng.]; New York: Cambridge University Press. pp. 69–84. ISBN 9780521616874. Available through the CU Academic Library.

MACINTYRE, Stuart. Dějiny Austrálie. Praha: Nakladatelství Lidové noviny, 2013. ISBN 978-80-7422-222-1. Available through the CU Academic Library.

National Top Stories. Australian Broadcasting Corporation [online]. 2021. [cit. 2021-10-14]. Available at: <https://www.abc.net.au/news/>.

News – New Zealand. Radio New Zealand [online]. 2021. [cit. 2021-10-14]. Available at: <https://www.rnz.co.nz/news/national>.

Te Ara - The Encyclopedia of New Zealand [online]. 2021. [cit. 2021-10-14]. Available at: <https://teara.govt.nz/en.521616874>.

**Languages necessary to complete the course:**

Participation in the course requires at least a B2 level of English according to the Common European Framework of Reference for Languages.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 344

A	ABS	B	C	D	E	FX
43,9	0,0	25,58	15,7	6,4	3,78	4,65

**Lecturers:** Mgr. John Peter Butler Barrer, PhD.

**Last change:** 22.10.2021

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-210/15	<b>Course title:</b> Australia and New Zealand Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-210/17	
<b>Course requirements:</b> 1. A short oral presentation (30 points) on a selected and current topic from an Australian or New Zealand newspaper; 2. A response paper (30 points) on a selected film or television series with an Australian or New Zealand theme; 3. A general knowledge test (40 points) at the end of the semester, which will examine the knowledge gained on the topics outlined in the course outline below. <b>Grading scale:</b> 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX The teacher will accept a maximum of two absences without documented evidence. Violations of academic ethics will be sanctioned by a reduction in the grade awarded and even the submission of the case for disciplinary action, depending on the degree of severity. Exact dates and topics for the continuous evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> This course provides students with a general introduction to aspects of the history, cultures, and societies of Australia and New Zealand through presentations, discussions, and audio-video material. Students will be able to discuss these countries in comparison to Slovakia and gain a solid overview of the customs and national institutions, history, politics, economies, and ethnic relations in Australia and New Zealand. Students will also be able to compare these two countries with other countries in the English-speaking world with confidence.	
<b>Class syllabus:</b>	

1. Australian Aborigines - history before and after 1788, society, culture, religion, traditions. 2. New Zealand Maori - history before and after 1840, society, culture, religion, traditions. 3. Colonization and the migration policies of Australia and New Zealand from the 19th century to the present day. 4. The political system in Australia and New Zealand. 5. The economic structure of Australia and New Zealand. 6. Military history. 7. Urban life and culture. 8. Sport and other recreational activities. 9. Australia and New Zealand's mutual relations. 10. Australian and New Zealand English - important aspects. 11. Australia and New Zealand's relationship with Slovakia.

**Recommended literature:**

BARRER, Peter. Going Nowhere for Now: Changing New Zealand's Flag and the Move to a Republic [online]. Hradec Králové Journal of Anglophone Studies, vol. 5, no. 1, 2018, pp. 24-36 [cit. 2021-10-14]. Available at: [http://pdf.uhk.cz/hkjas/pi/pdf/vol5nr2\\_2018.pdf#page=24](http://pdf.uhk.cz/hkjas/pi/pdf/vol5nr2_2018.pdf#page=24).

KIRKPATRICK, Andy. World Englishes: implications for international communication and English language teaching. Cambridge [Eng.]; New York: Cambridge University Press. pp. 69–84. ISBN 9780521616874. Available through the CU Academic Library.

MACINTYRE, Stuart. Dějiny Austrálie. Praha: Nakladatelství Lidové noviny, 2013. ISBN 978-80-7422-222-1. Available through the CU Academic Library.

National Top Stories. Australian Broadcasting Corporation [online]. 2021. [cit. 2021-10-14]. Available at: <https://www.abc.net.au/news/>.

News – New Zealand. Radio New Zealand [online]. 2021. [cit. 2021-10-14]. Available at: <https://www.rnz.co.nz/news/national>.

Te Ara - The Encyclopedia of New Zealand [online]. 2021. [cit. 2021-10-14]. Available at: <https://teara.govt.nz/en.521616874>.

**Languages necessary to complete the course:**

Participation in this course requires at least a B2 level of English according to the Common European Framework of Reference for Languages.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 342

A	ABS	B	C	D	E	FX
32,46	0,0	31,29	17,54	8,48	3,8	6,43

**Lecturers:** Mgr. John Peter Butler Barrer, PhD.

**Last change:** 26.10.2021

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKDMFI+KAG/1- UXX-931/22	<b>Course title:</b> BSc Thesis Seminar (1)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Submission of partial output in the form of a proposal for the main objectives and structure of the bachelor's thesis, a search with an overview of available information sources on a selected topic of the bachelor's thesis. Rating by scale: A: 92-100%, excellent - excellent results, B: 84-91%, very good - above average standard, C: 76-83%, good - normal reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient - the results meet the minimum criteria, Fx: 0-59%, insufficient - additional work required	
<b>Learning outcomes:</b> The student is able to define the topic of their bachelor's thesis, can correctly determine the procedures and methods of its processing, divide the process of creation into time stages, gain the ability to work selectively and correctly with the literature on the selected topic.	
<b>Class syllabus:</b> Definition of the topic and goal of the final work. Study of professional literature. Excerpt of the material. Theoretical and methodological conception of the work. Problem processing methodology. Methodology of elaboration of the final work. Formal-compositional requirements of final theses.	
<b>Recommended literature:</b> Selection of professional literature according to the chosen topic of the thesis; Current directive of the Rector of Charles University on the basic requirements for final theses; KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma 2007	

<b>Languages necessary to complete the course:</b> slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 81						
A	ABS	B	C	D	E	FX
67,9	0,0	9,88	11,11	6,17	2,47	2,47
<b>Lecturers:</b> doc. PaedDr. Monika Tomcsányiová, PhD., RNDr. Monika Dillingerová, PhD., RNDr. Martina Bátorová, PhD., doc. PaedDr. Klára Velmovská, PhD., PhDr. Jozef Pecina, PhD.						
<b>Last change:</b> 01.08.2022						
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKDMFI+KAG/1- UXX-932/22	<b>Course title:</b> BSc Thesis Seminar (2)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Submission of partial output in the form of a comprehensive chapter of the bachelor's thesis. Rating by scale: A: 92-100%, excellent - excellent results, B: 84-91%, very good - above average standard, C: 76-83%, good - normal reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient - the results meet the minimum criteria, Fx: 0-59%, insufficient - additional work required	
<b>Learning outcomes:</b> The student is able to define the topic of their bachelor's thesis, can correctly determine the procedures and methods of its processing, gain the ability to work selectively and correctly with the literature on the selected topic and appropriately present the results and important conclusions.	
<b>Class syllabus:</b> Definition of the topic and goal of the final work. Study of professional literature. Excerpt of the material. Theoretical and methodological conception of the work. Problem processing methodology. Methodology of elaboration of the final work. Formal-compositional requirements of final theses.	
<b>Recommended literature:</b> Selection of professional literature according to the chosen topic of the thesis; Current directive of the Rector of Charles University on the basic requirements for final theses; KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma 2007	
<b>Languages necessary to complete the course:</b> slovak	

<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 61						
A	ABS	B	C	D	E	FX
77,05	0,0	9,84	6,56	4,92	1,64	0,0
<b>Lecturers:</b> doc. PaedDr. Monika Tomcsányiová, PhD., RNDr. Monika Dillingerová, PhD., RNDr. Martina Bátorová, PhD., PaedDr. Tünde Kozánek Kiss, PhD., prof. RNDr. Ivan Kalaš, PhD., PhD. Jozef Pecina, PhD.						
<b>Last change:</b> 01.08.2022						
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-109/18	<b>Course title:</b> Basics in English-Slovak Translating for Teacher Trainees
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment of student performance in class during the semester (100% of the final grade). Assessment includes the student's ability to handle individual translation tasks in the class and homework, which are a prerequisite for active participation in the class. Translation assignments are submitted the day before an hour via MS Teams or Moodle. In addition to the translation, the student answers the questions asked about the translation and briefly summarizes his / her progress in the given translation. In the class, the subject of discussion is translation solutions and their mutual confrontation. Classification scale: 0-60-68-76-94-92-100 % = FX-E-D-C-B-A. Teachers accept a maximum of 2 absences with proven documents . Scale of assessment (preliminary/final): 100% continuous evaluation	
<b>Learning outcomes:</b> After completing the course, the student knows the basic translation theories and knows how to use their procedures in practice. Can analyze and translate texts from various fields into Slovak. He knows CAT tools and masters the basics of working with them. The student masters the principles of a professional translation approach to texts and, based on their analysis, is able to identify the risk areas of the text before translation and adequately prepare. He knows the translational pitfalls typical of different types of texts and is ready to solve them. They can critically approach and edit their own text during the second reading, they takes care of the risks that the hypnosis by the orgiginal text can pose. Thgey can communicate these procedures to others from the position of a teacher.	
<b>Class syllabus:</b> 1. Basics of working in CAT tool 2. Popularization text, sparsely terminologically saturated 3. Translation of a fictional text, descriptively saturated 4. Text with high terminological saturation 5. Translation of a children's fiction 6. Translation of a newspaper article 7. Birth certificate, formal processing of the translation, work of the official translator 8. Fantasy / sci-fi text with a poem, translation license 9. Translation of the tourist guide 10. Cookbook translation, localization 11. Post-editing and machine translation work 12. Medical text 13. Intercultural communication - traditions and folklore	
<b>Recommended literature:</b>	

KVETKO, Pavol Translation Studies an introduction course. Trnava: Univerzita sv. Cyrila a Metoda. ISBN 978-80-8105-641-3. BAKER, Mona (2018) In Other Words: A Coursebook on Translation. London: Routledge 2018. ISBN 978-1-138-66688-7. Zuzana Kraviarová: Integrovaná výučba odborného prekladu in: Prekladateľské listy 3, Bratislava, Univerzita Komenského 2014 ISBN 978-80-223-3584-3; Anthony Pym: Exploring translation theories, Routledge 2014. ISBN 978-0-415-83791-0; Alojz Keníž: Preklad ako hra na invariant a ekvivalenciu, AnaPress 2008. ISBN 978-80-89137-38-1; Martin Djovčoš a Pavol Šveda: Mýty a fakty o preklade a tlmočení na Slovensku, Veda 2017. ISBN 978-80-224-1566-8; Jana Rakšányiová: Preklad ako interkultúrálna komunikácia, AnaPress 2005. ISBN 80-89137-09-1

**Languages necessary to complete the course:**

Participation in the course presupposes mastery of English at the level [B2] and Slovak at the level [C2] according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 104

A	ABS	B	C	D	E	FX
81,73	0,0	8,65	4,81	1,92	0,0	2,88

**Lecturers:** Mgr. Ivo Poláček, PhD.

**Last change:** 29.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKAI/1-AIN-407/22	<b>Course title:</b> Brain and Mind
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: presence (30%), presentation (40%), bonus assignments (30%) Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The course objectives are to make the students familiar with major theories and methods of mind/brain research.	
<b>Class syllabus:</b> The subject of the course is the human mind and brain from the perspective of neuroscience, computer science, psychology, and philosophy. It is mainly focused on the interdisciplinary study of consciousness: its neural correlates, neuroscience and behavioral research methods, and major theories.	
<b>Recommended literature:</b> S. Blackmore, E.T. Troscianko: Consciousness. An Introduction. Routledge, third edition 2018. M.S. Gazzaniga, R.B. Ivry, G.R. Mangun: Cognitive Neuroscience. The Biology of the Mind. W.W. Norton & company, fifth edition 2019. J. Friedenberg, G. Silverman: Cognitive Science. An Introduction to the Study of Mind. Sage 2012. T. Metzinger: The Ego Tunnel. The Science of the Mind and the Myth of the self. Basic Books 2009.	
<b>Languages necessary to complete the course:</b> Slovak, English	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 263					
A	B	C	D	E	FX
49,43	14,83	12,55	11,03	4,18	7,98
<b>Lecturers:</b> RNDr. Barbora Cimrová, PhD., doc. PhDr. Ján Rybár, PhD.					
<b>Last change:</b> 04.07.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-116/15	<b>Course title:</b> British English
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KAA/A-buAN-02/15 - Phonetics and Phonology or FiF.KAA/A-bpAN-102/15 - Phonetics and Phonology or FiF.KAA/A-bpAN-102/25 - Phonetics and Phonology or FiF.KAA/A-buAN-02/25 - Phonetics and Phonology	
<b>Course requirements:</b> During the semester: - presentation of a selected British accent/dialect (30%) - presentation of students' own recordings in a prestigious British accent Received Pronunciation (30%) During the examination period: final written test (50%) A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Students has to reach minimum 30 % for assignments during the semester to qualify for the final test Marking scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Unexcused absences allowed: 2 Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The purpose of the course is to provide knowledge of the variability of the English language on the territory of the United Kingdom. Students get the overview of the main regional accents and dialects of British English and their basic phonetic/phonological, grammatical and lexical characteristics. They learn about social stratification of British society and understand the relationship between social classes and linguistic behaviour of their members. Students develop listening skills and master Received Pronunciation accent.	
<b>Class syllabus:</b> Dialect, sociolect, ethnolect, accent Regional dialects and accents of British English Received Pronunciation as a prestigious accent in the UK Dialects and accents of London - RP, Estuary English, Cockney, Multicultural London English Dialects and accents of northern and southern England - linguistic differences	

Popular dialects and accents of big cities (Liverpool, Manchester, Birmingham, Newcastle...)  
English in Scotland, Northern Ireland and Wales

**Recommended literature:**

BOROŠOVÁ, Beata. Segmental and Suprasegmental Phonetics and Phonology, British English. Bratislava: Comenius University, 2017. ISBN 978-80-223-4366-4.

CRYSTAL, David. The Cambridge Encyclopedia of the English Language.

Cambridge:Cambridge University Press, 1995. ISBN 0-521-40179-8.

HUGHES, Alan, TRUDGILL, Peter a Dominic WATT. English Accents and Dialects. London: Routledge, 2013. ISBN 978-1-444-12138-4.

TRUDGILL, Peter. Dialects. London:Routledge,1994. ISBN 0-415-09038-5.

British Accents and Dialects. Available at <https://www.bl.uk/british-accents-and-dialects>.

**Languages necessary to complete the course:**

Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 292

A	ABS	B	C	D	E	FX
82,19	0,0	11,3	3,77	0,68	0,0	2,05

**Lecturers:** PhDr. Beáta Borošová, PhD.

**Last change:** 05.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-116/15	<b>Course title:</b> British English
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KAA/A-buAN-02/15 - Phonetics and Phonology or FiF.KAA/A-bpAN-102/15 - Phonetics and Phonology or FiF.KAA/A-bpAN-102/25 - Phonetics and Phonology or FiF.KAA/A-buAN-02/25 - Phonetics and Phonology	
<b>Course requirements:</b> During the semester: - presentation of a selected British accent/dialect (30%) - presentation of students' own recordings in a prestigious British accent Received Pronunciation (30%) During the examination period: final written test (50%) A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Students has to reach minimum 30 % for assignments during the semester to qualify for the final test Marking scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Unexcused absences allowed: 2 Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The purpose of the course is to provide knowledge of the variability of the English language on the territory of the United Kingdom. Students get the overview of the main regional accents and dialects of British English and their basic phonetic/phonological, grammatical and lexical characteristics. They learn about social stratification of British society and understand the relationship between social classes and linguistic behaviour of their members. Students develop listening skills and master Received Pronunciation accent.	
<b>Class syllabus:</b> Dialect, sociolect, ethnolect, accent Regional dialects and accents of British English Received Pronunciation as a prestigious accent in the UK Dialects and accents of London - RP, Estuary English, Cockney, Multicultural London English Dialects and accents of northern and southern England - linguistic differences	

Popular dialects and accents of big cities (Liverpool, Manchester, Birmingham, Newcastle...)  
English in Scotland, Northern Ireland and Wales

**Recommended literature:**

BOROŠOVÁ, Beata. Segmental and Suprasegmental Phonetics and Phonology, British English. Bratislava: Comenius University, 2017. ISBN 978-80-223-4366-4.

CRYSTAL, David. The Cambridge Encyclopedia of the English Language.

Cambridge:Cambridge University Press, 1995. ISBN 0-521-40179-8.

HUGHES, Alan, TRUDGILL, Peter a Dominic WATT. English Accents and Dialects. London: Routledge, 2013. ISBN 978-1-444-12138-4.

TRUDGILL, Peter. Dialects. London:Routledge,1994. ISBN 0-415-09038-5.

British Accents and Dialects. Available at <https://www.bl.uk/british-accents-and-dialects>.

**Languages necessary to complete the course:**

Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 292

A	ABS	B	C	D	E	FX
82,19	0,0	11,3	3,77	0,68	0,0	2,05

**Lecturers:** PhDr. Beáta Borošová, PhD.

**Last change:** 05.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-204/18	<b>Course title:</b> British Literature 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KAA/A-buAN-202/18 - Introduction into the Study of Literature or FiF.KAA/A-buAN-202/22 - Introduction into the Study of Literature	
<b>Antirequisites:</b> FiF.KAA/A-buAN-204/15	
<b>Course requirements:</b> Continuous assessment: - 20 % active participation in the seminar (regular contributions to class discussions) - 25 % mid-term exam - 25 % written assignment Final assessment: 30% - Students must get a minimum of 60% of the points available for continuous assessment to qualify for the final examination. - The final assessment takes the form of a written examination focused on the analysis of the required literary texts and theoretical knowledge in the history of British literature. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Final examination dates will be notified in the last week of the teaching part of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 70/30% Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> Upon a successful completion of the course, students will have knowledge about the authors, texts, and theoretical problems of English literature from the period of Romanticism through the turn of the 19th and the 20th centuries, i.e. the end of the Victorian period and the period of realism. They will understand how social conditions influenced trends and developments in literature. They will be able to analyze literary texts, using knowledge of literary theory, identify essential elements of a literary text, their meaning and mutual relations, and interpret literary texts in a broader social and	

historical context. They will be able to write a coherent English essay offering an interpretation of a selected aspect of a literary text, using the method of close reading and secondary sources.

**Class syllabus:**

1. Pre-Romanticism and the first generation of Romantic poets (W. Blake, W. Wordsworth, S. Coleridge)
2. The second generation of Romantic poets (G. G. Byron, P. B. Shelley, J. Keats)
3. Between the Enlightenment and Romanticism: J. Austen
4. Viktorian poetry (A. Tennyson, R. Browning, T. Hardy, Ch. Rossetti, E. Browning)
5. Social novel and critical realism (Ch. Bronte, Ch. Dickens, T. Hardy)
6. Victorian drama (G. B. Shaw, O. Wilde)

**Recommended literature:**

ALEXANDER, Michael. A History of English Literature. 3rd edition. London: Palgrave Macmillan, 2014. ISBN 978-0-230-36831-6.  
AUSTEN, Jane. Pride and Prejudice. London: Vintage, 2016. ISBN 978-1-784-87172-7.  
BRONTE, Charlotte. Jane Eyre. London: Arcturus, 2010. ISBN 978-1-84837-313-6.  
CARTER, Ronald, and John MCRAE. The Routledge History of Literature in English: Britain and Ireland. London: Routledge, 2001. ISBN 978-0-415-24318-6.  
DICKENS, Charles. A Christmas Carol and Other Christmas Books. Edited by Robert Douglas-Fairhurst. Oxford: Oxford University Press, 2006. ISBN 978-0-19-953630-6.  
HARDY, Thomas. Tess of the D'Urbervilles. Edited by Juliet Grindle and Simon Gatrell. Oxford: Oxford University Press, 2008. ISBN 978-0-19-953705-1.  
KERMODE, Frank, and John HOLLANDER, eds. The Oxford Anthology of English Literature. Volume II, 1800 to the Present. New York: Oxford University Press, 1973. ISBN 0-19-501658-0.  
SHAW, Bernard. Pygmalion: A Romance in Five Acts. London: Penguin, 2003. ISBN 0-141-43950-5.  
WILDE, Oscar. The Importance of Being Earnest and Related Writings. London: Routledge, 1992. ISBN 0-415-04368-9.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 439

A	ABS	B	C	D	E	FX
24,15	0,0	24,37	18,45	13,44	11,39	8,2

**Lecturers:** Mgr. Lucia Grauzľová, PhD., Mgr. Marián Gazdík, PhD.

**Last change:** 24.05.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-205/18	<b>Course title:</b> British Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FiF.KAA/A-buAN-202/18 - Introduction into the Study of Literature or FiF.KAA/A-buAN-202/22 - Introduction into the Study of Literature	
<b>Antirequisites:</b> FiF.KAA/A-buAN-205/15	
<b>Course requirements:</b> Continuous assessment: - 20 % active participation in the seminar (regular contributions to class discussions) - 25 % mid-term exam - 25 % discussion lead Final assessment: 30% - Students must get a minimum of 60% of the points available for continuous assessment to qualify for the final examination. - The final assessment takes the form of a written examination focused on the analysis of the required literary texts and theoretical knowledge in the history of British literature. Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Final examination dates will be notified in the last week of the teaching part of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 70/30% Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> Upon a successful completion of the course, students will have knowledge about the main trends and developments in 20th- and 21st-century British literature, they will be familiar with aesthetic-philosophical schools and movements, socio-political events that influenced the development of British literature in a given period, as well as the most prominent authors and their most significant works. They will be able to formulate, support, and present their own perception of a literary text, analyze literary texts, using the knowledge of literary theory, and identify essential elements of a	

literary text, their meaning and mutual relations. They will understand literary texts in a broader social and historical context.

**Class syllabus:**

1. Modernist fiction – J. Joyce, J. Conrad, V. Woolf, E. M. Forster, D.H. Lawrence, K. Mansfield;
2. Modernist poetry - T. S. Eliot, W. B. Yeats, W. H. Auden;
3. Post-war poetry - T. Hughes, Ph. Larkin;
4. Angry Young Men- K. Amis, J. Osborne;
5. Post-war British drama - H. Pinter, T. Stoppard, S. Beckett, S. O’Casey, D. Hare, C. Churchill;
6. Postmodern literature - G. Greene, W. Golding, E. Waugh, D. Lessing, I. Murdoch, I. McEwan, D. Lodge, M. Amis, G. Swift, J. Barnes, atd’.
7. Postcolonial literature - S. Rushdie, H. Kureishi, V.S. Naipaul

**Recommended literature:**

- ALEXANDER, Michael. A History of English Literature. 3rd edition. London: Palgrave Macmillan, 2014. ISBN 978-0-230-36831-6.
- CARTER, Ronald, and John MCRAE. The Routledge History of Literature in English: Britain and Ireland. London: Routledge, 2001. ISBN 978-0-415-24318-6.
- CONRAD, Joseph. Heart of Darkness. London: Penguin, 1994. ISBN 0-14-062048-6.
- GOLDING, William. Lord of the Flies. London: Faber and Faber, 2011. ISBN 978-0-571-27357-7.
- KERMODE, Frank a John HOLLANDER, eds. The Oxford Anthology of English Literature. Volume II, 1800 to the Present. New York: Oxford University Press, 1973. ISBN 0-19-501658-0.
- LODGE, David. Changing Places. London: Vintage, 2011. ISBN 978-0-099-55417-2.
- MARCUS, Laura a Peter NICHOLLS, eds. The Cambridge History of Twentieth-Century English Literature. Cambridge: Cambridge University Press, 2013. ISBN 978-0-521-82077-6.
- OSBORNE, John. Look Back in Anger. London: Faber and Faber, 1996. ISBN 978-0-571-03848-0.
- PINTER, Harold. The Birthday Party. London: Faber and Faber, 2005. ISBN 0-571-23224-8.
- RUSHDIE, Salman. Haroun and the Sea of Stories. London: Puffin Books, 1993. ISBN 978-0-14-036650-1.
- WOOLF, Virginia. Mrs Dalloway. Edited by David Bradshaw. Oxford: Oxford University Press, 2009. ISBN 978-0-19-953600-9.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 378

A	ABS	B	C	D	E	FX
33,07	0,0	23,54	17,99	14,81	6,88	3,7

**Lecturers:** Mgr. Lucia Grauzľová, PhD., Mgr. Marián Gazdík, PhD.

**Last change:** 24.05.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-219/22	<b>Course title:</b> Canadian History and Society
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-219/15	
<b>Course requirements:</b> Continuous assessment: - 20% active participation (regular contributions to class discussions) - 30% oral presentation - 50% written assignment Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon a successful completion of the course, students will have knowledge about the history of Canada from the pre-Contact period until today and will have an understanding of its history in a regional, national, continental, and global context. They will be able to explain what role the concept of (regional, linguistic, ethnic, and cultural) diversity played in the development of Canadian society. They will be able to analyze and discuss primary and secondary texts, including audiovisuals, on Canadian culture and more effectively use academic skills, including research, critical reading, and academic writing skills.	
<b>Class syllabus:</b> 1. The territory of Canada in the pre-Contact period 2. The French in America 3. The period of British North America 4. The development and growth of colonies 5. The development of industry	

6. The foundation of Canada
7. Canada in the world wars
8. Inter-war period
9. Search for Canadianness in the post-war period
10. Postmodern Canada

**Recommended literature:**

CONRAD, Margaret. A Concise History of Canada. Cambridge University Press, 2012. ISBN 978-0-521-76193-2. Available at EBSCOhost, [search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=443719&lang=sk&site=ehost-live&scope=site](http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=443719&lang=sk&site=ehost-live&scope=site).

CONRAD, Margaret, and Alvin FINKEL. History of the Canadian Peoples. Vol. I: Beginnings to 1867. Toronto: Copp Clark Pitman, 1993. ISBN 0-7730-4843-X

CONRAD, Margaret, and Alvin FINKEL. History of the Canadian Peoples. Vol. II: 1867 to the Present. Toronto: Copp Clark Pitman, 1993. ISBN 0-7730-5189-9

TARAS, David, RASPORICH, Beverly, and Eli MANDEL, eds. A Passion for Identity: An Introduction to Canadian Studies. 2nd edition. Scarborough: Nelson Canada, 1993. ISBN 0-17-604158-3

Additional materials might be used.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this 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. Lucia Grauzľová, PhD.

**Last change:** 24.05.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-209/15	<b>Course title:</b> Canadian Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: - 20% active participation (regular contributions to class discussions) - 30% oral presentation - 50% written assignment Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students will be knowledgeable about the main aspects of Canadian political, economic, social, and cultural life and understand them from the viewpoint of their historical development. They will understand Canada's special position in North America, both historically and from a contemporary perspective. They will be able to analyze primary and secondary texts, including audiovisual ones, related to Canadian culture, and discuss them and more effectively use academic skills, including research, critical reading, and academic writing.	
<b>Class syllabus:</b> 1. Canadian geography 2. Canadian history in the North American context 3. Canada as a middle power and its impact on world affairs, foreign policy 4. Canadian-American relations 5. Canada's political system 6. Canadian healthcare 7. Canadian economy 8. Multiculturalism policy	

- 9. Immigration policy
- 10. Quebec natiolism and separatism
- 11. Native peoples
- 12. Gender issues

**Recommended literature:**

JAMES, Patrick and Mark KASOFF. Canadian Studies in the New Millennium. Toronto: University of Toronto Press, 2008. ISBN 978-0-8020-9468-1.

PRYKE, Kenneth G. and Walter C. SODERLUND, eds. Profiles of Canada. 3rd edition. Toronto: Canadian Scholars' Press, 2003. ISBN 1-55130-226-8. Available also at <https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=129037&lang=sk&site=ehost-live&scope=site>.

TARAS, David, RASPORICH, Beverly and Eli MANDEL, eds. A Passion for Identity: An Introduction to Canadian Studies. 2nd edition. Scarborough: Nelson Canada, 1993. ISBN 0-17-604158-3.

Additional literature might be used.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 83

A	ABS	B	C	D	E	FX
32,53	0,0	32,53	18,07	8,43	3,61	4,82

**Lecturers:** Mgr. Lucia Grauzľová, PhD.

**Last change:** 24.05.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-209/15	<b>Course title:</b> Canadian Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: - 20% active participation (regular contributions to class discussions) - 30% oral presentation - 50% written assignment Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students will be knowledgeable about the main aspects of Canadian political, economic, social, and cultural life and understand them from the viewpoint of their historical development. They will understand Canada's special position in North America, both historically and from a contemporary perspective. They will be able to analyze primary and secondary texts, including audiovisual ones, related to Canadian culture, and discuss them and more effectively use academic skills, including research, critical reading, and academic writing.	
<b>Class syllabus:</b> 1. Canadian geography 2. Canadian history in the North American context 3. Canada as a middle power and its impact on world affairs, foreign policy 4. Canadian-American relations 5. Canada's political system 6. Canadian healthcare 7. Canadian economy 8. Multiculturalism policy	

- 9. Immigration policy
- 10. Quebec natiolism and separatism
- 11. Native peoples
- 12. Gender issues

**Recommended literature:**

JAMES, Patrick and Mark KASOFF. Canadian Studies in the New Millennium. Toronto: University of Toronto Press, 2008. ISBN 978-0-8020-9468-1.

PRYKE, Kenneth G. and Walter C. SODERLUND, eds. Profiles of Canada. 3rd edition. Toronto: Canadian Scholars' Press, 2003. ISBN 1-55130-226-8. Available also at <https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=129037&lang=sk&site=ehost-live&scope=site>.

TARAS, David, RASPORICH, Beverly and Eli MANDEL, eds. A Passion for Identity: An Introduction to Canadian Studies. 2nd edition. Scarborough: Nelson Canada, 1993. ISBN 0-17-604158-3.

Additional literature might be used.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 83

A	ABS	B	C	D	E	FX
32,53	0,0	32,53	18,07	8,43	3,61	4,82

**Lecturers:** Mgr. Lucia Grauzľová, PhD.

**Last change:** 24.05.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFLKAI/1-AIN-408/22		<b>Course title:</b> Cognitive Laboratory			
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 1., 3., 5.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Interim evaluation: presentations Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Acquisition of methods for studying various cognitive phenomena (data collection and analysis) using an online cognitive laboratory.					
<b>Class syllabus:</b> Demonstration of 40 standard experiments in the fields of neurocognition, mechanisms of perception, attention systems, memory processes, speech production and perception, knowledge representation (concepts and mental ideas), judgment and decision-making processes.					
<b>Recommended literature:</b> CogLab / Greg Francis, Ian Neath, Daniel R. VanHorn. Thomson/Wadsworth, 2014					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 106					
A	B	C	D	E	FX
67,92	11,32	8,49	0,94	0,0	11,32
<b>Lecturers:</b> doc. PhDr. Ján Rybár, PhD.					
<b>Last change:</b> 17.05.2024					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-221/23	<b>Course title:</b> Corrective Pronunciation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Form of teaching is face-to-face. During seminars various teaching techniques and activities for pronunciation are implemented and pronunciation focusing on different aspects is practiced. Forms of work are in pairs and groups. Autonomous learning includes completion of pronunciation assignments and their presentation.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment of student performance during semester is 100 percent of the final grade. The conditions for passing the course are active participation in all seminars and completion and presentation of assignments focused on practicing pronunciation peculiarities of English and improving student's own pronunciation. The evaluation "failed" is given to a student who misses any classes without a relevant reason and a student who fails to submit all practical assignments. Evaluation criteria: A – 93 až 100% B – 85 až 92% C – 77 až 84% D – 69 až 76% E – 60 až 68% Fx <60% Scale of assessment (preliminary/final): 100 percent continuous evaluation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student: <ul style="list-style-type: none"> <li>- describes the sound system of the English language,</li> <li>- recognizes individual sounds, sound structure of words, prosody and reduced forms,</li> <li>- applies theoretical principles of English pronunciation in his/her own speech,</li> <li>- analyses and evaluates the pronunciation aspect of speech,</li> <li>- produces speech whose pronunciation aspect does not cause problems in communication.</li> </ul>	
<b>Class syllabus:</b>	

1. Orthography and pronunciation - letter-sound relationship
2. Important principles of English pronunciation
3. Practicing pronunciation of English monophthongs, diphthongs and triphthongs
4. Communicating with single vowel sounds
5. Practicing pronunciation of English consonants and their clusters
6. Correct articulation and lip reading
7. Word stress - strong and weak syllables, stress shifts and stress in noun-verb pairs
8. Homographs and homophones in English
9. Predicting weak and strong forms of function words
10. Connected speech - linking, assimilation and elision
11. Connected speech - sentence stress and rhythm of speech
12. Connected speech - intonation in questions, “news” and “non-news”
13. Common pronunciation errors among Slovak learners of English.

**Recommended literature:**

Hewings, M. 2004. Pronunciation Practice Activities; Cambridge: Cambridge University Press.  
 James, L., Smith, O. 2007. Get Rid of your Accent; Business&Technical Communication Services Limited.  
 Vaughan-Rees, M. 2002. Test your Pronunciation; Penguin.  
 Reid, E. 2016. Teaching English Pronunciation to Different Age Groups; Bratislava: Z-F LINGUA.  
 Reid, E. (2021). Foreign Language Pronunciation, from Theory to Practice : Foreword. In: Foreign Language Pronunciation, from Theory to Practice. Newcastle upon Tyne : Cambridge Scholars Publishing, p. ix-xvi.

**Languages necessary to complete the course:**

minimum level of English - B2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 73

A	ABS	B	C	D	E	FX
69,86	0,0	24,66	2,74	0,0	0,0	2,74

**Lecturers:** doc. Mgr. Eva Reid, PhD., Mgr. Dominika Mihaľová

**Last change:** 19.06.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-221/23	<b>Course title:</b> Corrective Pronunciation
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Form of teaching is face-to-face. During seminars various teaching techniques and activities for pronunciation are implemented and pronunciation focusing on different aspects is practiced. Forms of work are in pairs and groups. Autonomous learning includes completion of pronunciation assignments and their presentation.	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment of student performance during semester is 100 percent of the final grade. The conditions for passing the course are active participation in all seminars and completion and presentation of assignments focused on practicing pronunciation peculiarities of English and improving student's own pronunciation. The evaluation "failed" is given to a student who misses any classes without a relevant reason and a student who fails to submit all practical assignments. Evaluation criteria: A – 93 až 100% B – 85 až 92% C – 77 až 84% D – 69 až 76% E – 60 až 68% Fx <60% Scale of assessment (preliminary/final): 100 percent continuous evaluation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Student: <ul style="list-style-type: none"> <li>- describes the sound system of the English language,</li> <li>- recognizes individual sounds, sound structure of words, prosody and reduced forms,</li> <li>- applies theoretical principles of English pronunciation in his/her own speech,</li> <li>- analyses and evaluates the pronunciation aspect of speech,</li> <li>- produces speech whose pronunciation aspect does not cause problems in communication.</li> </ul>	
<b>Class syllabus:</b>	

1. Orthography and pronunciation - letter-sound relationship
2. Important principles of English pronunciation
3. Practicing pronunciation of English monophthongs, diphthongs and triphthongs
4. Communicating with single vowel sounds
5. Practicing pronunciation of English consonants and their clusters
6. Correct articulation and lip reading
7. Word stress - strong and weak syllables, stress shifts and stress in noun-verb pairs
8. Homographs and homophones in English
9. Predicting weak and strong forms of function words
10. Connected speech - linking, assimilation and elision
11. Connected speech - sentence stress and rhythm of speech
12. Connected speech - intonation in questions, "news" and "non-news"
13. Common pronunciation errors among Slovak learners of English.

**Recommended literature:**

Hewings, M. 2004. Pronunciation Practice Activities; Cambridge: Cambridge University Press.  
 James, L., Smith, O. 2007. Get Rid of your Accent; Business&Technical Communication Services Limited.  
 Vaughan-Rees, M. 2002. Test your Pronunciation; Penguin.  
 Reid, E. 2016. Teaching English Pronunciation to Different Age Groups; Bratislava: Z-F LINGUA.  
 Reid, E. (2021). Foreign Language Pronunciation, from Theory to Practice : Foreword. In: Foreign Language Pronunciation, from Theory to Practice. Newcastle upon Tyne : Cambridge Scholars Publishing, p. ix-xvi.

**Languages necessary to complete the course:**

minimum level of English - B2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 73

A	ABS	B	C	D	E	FX
69,86	0,0	24,66	2,74	0,0	0,0	2,74

**Lecturers:** doc. Mgr. Eva Reid, PhD., Mgr. Dominika Mihaľová

**Last change:** 19.06.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKDMFI/1-UIN-683/22	<b>Course title:</b> Creating of Educational Software
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: The student earns points for meeting the criteria for five control stages (20% points for each stage) in the design, development and testing of their own emerging educational software. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> According to the requirements of the teacher from practice, the student will design and develop educational software. The program designs and tests in control stages. The result of the last stage is a functional program. The software is developed using Design-based Research methods. The student will write a user manual for the teacher and methodological material for using their software in teaching.	
<b>Class syllabus:</b> Future teacher as a creator of educational software. Selection of a suitable topic for educational software for teaching informatics at primary and secondary schools. Specification of educational software in terms of design and functionality. Interactivity, multimedia, openness of the software (settings, tasks, pictures, editor for the teacher, student registration, tables and diagrams of student evaluation ...). Desktop programs vs. web applications. Software development. Multiple deployment of software in teaching. Evaluation of software by users - teachers and students. Software development using Design-based Research methods.	
<b>Recommended literature:</b>	

Transformations of the school in the digital age / Ivan Kalaš and team. Bratislava: Slovenské pedagogické nakladateľstvo - Mladé letá, 2013  
T. Plomp, N. Nieveen et al. Educational Design Research. Slo 2013  
own electronic texts published on the website, resp. in the Moodle environment

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** doc. PaedDr. Monika Tomcsányiová, PhD.

**Last change:** 20.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UXX-344/22	<b>Course title:</b> Creation of Educational Materials for Students with Special Educational Needs
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim evaluation: Active participation, problem solving, participation in discussions (90%), project elaboration (10%) An exam: - Indicative evaluation scale: e.g. A 90%, B 80%, C 70%, D 65%, E 60%	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- gain first-hand experience of how people with SEN perceive the world and how they work with a computer and a web browser</li> <li>- get acquainted with the problems of users of alternative software and hardware</li> <li>- learns about problem elements and aspects of the site</li> <li>- get acquainted with examples of good and bad practice</li> <li>- gain experience in testing the accessibility of electronic documents</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Accessibility of electronic document.</li> <li>- Visually impaired users.</li> <li>- Hearing impaired users.</li> <li>- Users with physical disabilities.</li> <li>- Users with cognitive impairments.</li> <li>- Users of alternative devices.</li> <li>- Accessibility of textual content</li> <li>- Accessibility of multimedia content</li> <li>- Accessibility of dynamic content</li> <li>- Accessibility testing methods</li> </ul>	
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>- own electronic texts published on the website, resp. in the Moodle environment</li> <li>- Špinar, D.: We create accessible websites; Zoner Press, 2004, 360 p.</li> </ul>	

- Bezáková, D. et al .: Data Creation and Presentation, Bratislava: Center for Scientific and Technical Information of the Slovak Republic, 2020, ISBN 978-80-89965-67-0.					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. RNDr. Ľudmila Jašková, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UXX-991/22	<b>Course title:</b> Defence of BSc Thesis
<b>Number of credits:</b> 8	
<b>Educational level:</b> I.	
<b>Course requirements:</b> Examination: state examination Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> When designing the bachelor's thesis, the student is able to demonstrate the ability to work creatively in the field of study in which he completed the study program. The student is able to demonstrate adequate knowledge of the issue and apply their skills in the collection, interpretation and processing of basic literature, or its application in practice or is able to solve a partial task related to the student's focus.	
<b>Class syllabus:</b> Course contents: 1. Contribution of the final thesis for the given field of study applied in the collection, interpretation and processing of basic professional literature, or the extent to which the student has mastered the application of theoretical principles in practice and whether the hypotheses presented in the work are verifiable; 2. Originality of the thesis (the final thesis must not have the character of a plagiarism, must not infringe the copyrights of other authors), part of the documentation for the defense of the final thesis as a subject of state examination is the protocol of originality from the central register. 3. Correctness and correctness of citation of used information sources, research results of other authors and author groups, correctness of description of methods and working procedures of other authors or author groups; 4. Compliance of the structure of the final work with the prescribed composition defined by Internal Regulation no. 12/2013; 5. Respecting the recommended scope of the final thesis (the recommended scope of the bachelor's thesis is usually 30 - 40 standard pages - 54,000 to 72,000 characters, including spaces), the adequacy of the scope of the thesis is assessed by its supervisor; 6. Linguistic and stylistic level of work and formal arrangement; 7. The method and form of the defense of the final thesis and the student's ability to adequately respond to comments and questions in the opinions of the supervisor and the opponent. 8. In the teaching of art-educational subjects, the final work and its defense may also include the presentation of artistic outputs and performances.	
<b>State exam syllabus:</b>	
<b>Recommended literature:</b> according to the topic of the bachelor thesis	
<b>Languages necessary to complete the course:</b> Slovak, English	

**Last change:** 22.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-574/22	<b>Course title:</b> Didactic Proseminar in Computer Science
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: seminar work, paper Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- can assess and evaluate different educational programs according to whether they are suitable for a given level of education</li> <li>- understands and is able to design activities for different types of computer science lessons</li> <li>- knows and is able to design instructional and constructivist lessons in practice</li> <li>- knows, can compare and evaluate computer science curricula in different countries</li> <li>- prepares and implements computer science lessons in seminars with colleagues, in which he applies non-traditional ways of teaching computer science topics</li> </ul>	
<b>Class syllabus:</b> At each of the seminars we will address some problem of didactics of informatics from practice, such as: <ul style="list-style-type: none"> <li>- IT topics in the State Education Program,</li> <li>- different approaches to teaching computer science,</li> <li>- constructivism and constructionism,</li> <li>- IT instructivism,</li> <li>- informatics vs. digital literacy,</li> <li>- informatics in primary and pre-primary education,</li> <li>- informatics in other countries,</li> <li>- non-traditional ways of teaching computer science,</li> <li>- evaluation and feedback,</li> <li>- methods of working in computer science lessons</li> </ul>	
<b>Recommended literature:</b> methodical materials of teachers from practice	

own electronic texts published on the website, resp. in the Moodle environment					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 17					
A	B	C	D	E	FX
82,35	11,76	5,88	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Monika Tomcsányiová, PhD., Mgr. Lucia Budinská, PhD., Mgr. Barbora Stenová					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI+KAG/1- UXX-237/22	<b>Course title:</b> Digital Educational Technologies for Descriptive Geometry
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FMFI.KDMFI/1-UXX-137/22 - Digital Literacy	
<b>Course requirements:</b> The student can obtain 100% of the grade during the semester. The student prepares assignments of various types in various digital tools, he / she needs at least half of the available points to successfully obtain the final grading. Grading: A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0). Scale of assessment (preliminary/final): Preliminary assessment 100% (homework assignments) / 0% final exam	
<b>Learning outcomes:</b> The course graduate: <ol style="list-style-type: none"> <li>1. will learn to practically demonstrate work with projection methods of both the parallel and central projection via selected graphic digital tools</li> <li>2. will be able to practically create a digital presentation of static and dynamic sketches of projections of three-dimensional objects into a suitably chosen projection plane (projections, anaglyphs, animations)</li> <li>3. will work practically to incorporate basic norms and standards of technical drawing in suitable software tools while creating projections of three-dimensional objects into the chosen projection plane by the given imaging method</li> <li>4. using specific software tools, they will practically learn the difference between theoretical and numerical model of foundational concepts and objects in the field of geometry using specific software tools, consisting of conceptually more complex geometric models and their visualizations</li> </ol>	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. useful digital tools for projections imaging (CAD systems, GeoGebra, Maxima, other online tools)</li> <li>2. static and dynamic digital presentation of concepts from imaging methods of parallel and central projection (digital construction of linear perspective, Monge's projection, military and cavalry axonometry)</li> <li>3. technical drawing, its norms and standards and their use in professional teaching practice</li> </ol>	

<b>Recommended literature:</b> 1. electronic texts published on the subject's website					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 87					
A	B	C	D	E	FX
77,01	13,79	5,75	2,3	1,15	0,0
<b>Lecturers:</b> Mgr. Marcel Makovník, PhD., Ing. Martin Čavarga					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UXX-240/22	<b>Course title:</b> Digital Educational Technologies for Informatics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: The student can get 50% points for active participation in seminars and another 50% points for completing tasks. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- uses modern DT to plan, prepare and implement its future teaching</li> <li>- knows suitable digital tools for teaching informatics, can search for them and critically evaluate them</li> <li>- analyzes educational software for teaching informatics, critically evaluates it and decides on its inclusion in the teaching process</li> <li>- assesses and decides why, when, where and how DT will contribute to the achievement of educational goals</li> <li>- is able to manage classroom teaching so that teamwork with the support of DT is used for the benefit of the cognitive process of students,</li> <li>- is able to communicate with colleagues and students with the help of DT</li> <li>- uses DT in pupil assessment</li> <li>- DT also uses to collect and analyze data on students' educational progress, to interpret their results, etc.</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- The future teacher of informatics and his further education in various areas of informatics.</li> <li>- Search, use and evaluation of currently available digital tools to support computer science teaching.</li> <li>- Future computer science teacher as an author of sample solutions to programming problems.</li> <li>- Preparing the future teacher for the need and updating the DT he uses for teaching.</li> <li>- Adaptation of the future teacher to new versions of programs for various areas of informatics.</li> <li>- Future computer science teacher as the author of new tasks for primary and secondary school students.</li> </ul>	

- Own creative work of a computer science teacher as an author of digital teaching materials for teaching computer science.
- Computer science teacher as a user and didactics of various programming microworlds.
- Advanced techniques for programming environments to teach the areas of Procedures, Problem Solving, Algorithmic Thinking.
- Digital systems suitable for teaching management, communication with students and parents.

**Recommended literature:**

Own electronic texts published on the website, resp. in the Moodle environment

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 112

A	B	C	D	E	FX
70,54	14,29	9,82	4,46	0,89	0,0

**Lecturers:** doc. PaedDr. Monika Tomcsányiová, PhD.

**Last change:** 20.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UXX-341/22	<b>Course title:</b> Digital Educational Technologies for Mathematics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FMFI.KDMFI/1-UXX-137/22 - Digital Literacy	
<b>Course requirements:</b> Continuous assessment: tasks Indicative rating scale: A 92%, B 84%, C 76%, D 68%, E 60% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student uses modern digital technologies (DT) to plan, prepare and implement their future teaching (in the relevant subject) and to support the achievement of their educational goals. They has an overview of suitable educational resources for the subject, can search, select and critically evaluate them. They also has an overview of DTs that facilitate the assessment and recording of the cognitive process and educational progress of their students. The student: <ul style="list-style-type: none"> <li>- analyzes multimedia educational software from the point of view of the given approbation subject, critically decides on its inclusion in the teaching process,</li> <li>- critically evaluates educational and support software and other digital content, is able to formulate requirements for educational software and digital content,</li> <li>- assesses and decides why, when, where and how DT will contribute to the achievement of its educational goals,</li> <li>- has an overview of how:               <ul style="list-style-type: none"> <li>- use DT in an appropriate and productive way to help achieve the educational objectives of its subject,</li> <li>- manage classroom teaching so that teamwork with DT support is used to benefit students' cognitive process,</li> <li>- communicate with colleagues or pupils through appropriate and effective tools to achieve their teaching objectives,</li> <li>- use modern DT in evaluating student education,</li> <li>- use DT to collect and analyze data on students' educational progress, to interpret their results, etc.</li> </ul> </li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>● Analysis, evaluation and assessment of educational software and digital educational content for the relevant subject.</li> </ul>	

<ul style="list-style-type: none"> <li>• Digital technologies usable in the design, preparation, implementation and analysis of the teaching process of the relevant subject.</li> <li>• Different forms, means and tools of communication in the educational process and in the school environment (eg between school and parents).</li> </ul>					
<b>Recommended literature:</b> Relevant literature for the approbation subject.					
<b>Languages necessary to complete the course:</b> slovak, english					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 68					
A	B	C	D	E	FX
61,76	16,18	8,82	8,82	1,47	2,94
<b>Lecturers:</b> RNDr. Monika Dillingerová, PhD., Mgr. Jana Havlíčková, PhD.					
<b>Last change:</b> 22.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UXX-239/22	<b>Course title:</b> Digital Educational Technologies for Physics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim evaluation: Active participation; during the semester students develop a project (digital model). Final evaluation: Presentation of the created digital model and a demonstration of its practical application in teaching. Indicative rating scale: A = (90, 100]%, B = (80, 90]%, C = (70, 80]%, D: (60, 70]%, E: (50, 60]%. Scale of assessment (preliminary/final): 20 / 80	
<b>Learning outcomes:</b> Student by completing the course: <ul style="list-style-type: none"> <li>- acquire basic knowledge and skills for creating activities with a focus on the digital model,</li> <li>- be able to make meaningful use of digital technologies in modeling different task situations,</li> <li>- will be able to plan student activities leading to the creation of digital models,</li> <li>- will be able to develop interdisciplinary relationships between mathematics, physics and computer science.</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- basic orientation in the PPPL software environment (computer aided science laboratory)</li> <li>- dynamic modeling of physical phenomena</li> <li>- creation of a simple model - body fall</li> <li>- extension of a simple model with environmental resistance, controls, graphic output</li> <li>- modeling of oblique litter with environmental resistance</li> <li>- application of the created model in solving physical problems and situations from everyday life</li> <li>- case studies in school physics (in terms of models and modeling)</li> <li>- creation of own model according to the student's choice</li> </ul>	
<b>Recommended literature:</b> The teacher's own electronic texts published on the website, resp. in the Moodle environment.	
<b>Languages necessary to complete the course:</b> Slovak	

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 102					
A	B	C	D	E	FX
74,51	16,67	5,88	1,96	0,98	0,0
<b>Lecturers:</b> PaedDr. Lukáš Bartošovič, PhD., doc. RNDr. Peter Demkanin, PhD.					
<b>Last change:</b> 22.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UXX-137/22	<b>Course title:</b> Digital Literacy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: students will work on one major project throughout the semester and will be assessed continuously on the completion of the associated subtasks Indicative grading scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students are able to take a research-oriented approach to topics related to the digital age. They can effectively search for information on a given topic, assess its relevance, reflect and discuss it. They are able to specify an unexplored area within a chosen topic and find a way to find out something new about it. They use appropriate digital tools in their research that enable them to collect, process and present the necessary data. They are able to create online documents and work collaboratively within them.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- exploring current topics related to digital technologies and discussing them</li> <li>- working collaboratively to design, conduct and present your own research or investigation on a chosen topic</li> <li>- using online forms to collect different types of data</li> <li>- processing and interpreting data using digital tools</li> <li>- writing an article that incorporates theoretical background and your own findings</li> <li>- creating a presentation using online tools</li> <li>- presenting the results of your own research</li> </ul>	
<b>Recommended literature:</b> Transformations of the school in the digital age / Ivan Kalaš and team. Bratislava: Slovenské pedagogické nakladateľstvo - Mladé letá, 2013 Pedagogicko-psychologické otázky online vzdelávania / Michal Černý. Brno: Masaryk University, 2018 Own electronic texts published on the website, resp. in the Moodle environment	
<b>Languages necessary to complete the course:</b>	

Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 257					
A	B	C	D	E	FX
79,38	9,34	4,67	1,95	1,17	3,5
<b>Lecturers:</b> Mgr. Mária Čujdíková, PhD.					
<b>Last change:</b> 22.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKDMFI/1-UXX-342/22	<b>Course title:</b> Digital Technologies for Students with SEN
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: active participation in lessons (elaboration of assigned tasks, participation in discussions) Exam: no Indicative assessment scale: A 90%, B 80%, C 70%, D 65%, E 60%	
<b>Learning outcomes:</b> Gain an overview of the possibilities of using digital technologies (DT) in the education of students with special educational needs (SEN). To get acquainted with the methods of teaching students with SEN and the creation of accessible study materials.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- specification of student with SEN,</li> <li>- categorization of pupils with SEN,</li> <li>- assistive technologies for pupils with SEN and their way of working with DT,</li> <li>- accessibility of information on the web,</li> <li>- principles of universal design,</li> <li>- use of DT for the preparation of study materials for pupils with SEN,</li> <li>- recommended didactic methods in teaching pupils with SEN,</li> <li>- the use of DT to increase the inclusiveness of schools.</li> </ul>	
<b>Recommended literature:</b> Use of ICT in children with special needs / Pavel Zikl ... [et al.]. Prague: Grada, 2011 Basics of inclusive pedagogy: child with disability, disruption and threat at school / Viktor Lechta (ed.); translated by Magda Wdowyczyn. Prague: Portal, 2010	
<b>Languages necessary to complete the course:</b> Slovak, English	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 101					
A	B	C	D	E	FX
73,27	10,89	7,92	2,97	0,0	4,95
<b>Lecturers:</b> doc. RNDr. Ľudmila Jašková, PhD., PaedDr. Mgr. Natália Kováčová, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UXX-238/22	<b>Course title:</b> Digital Technologies in Education
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 13 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The final grade includes an evaluation for the developed designs of teaching models with the support of technology, a total of a maximum of 60 points and an oral exam, a total of a maximum of 40 points. To advance to the oral exam, the student must obtain at least 30 points for teaching models. To pass the oral exam, the student must obtain at least 20 points. The final grade includes an evaluation for the developed teaching models and an oral exam. In order to obtain an A rating, it is necessary to obtain at least 91 points, to obtain an B rating at least 81 points, to obtain a C rating at least 71 points, to obtain a D rating at least 61 points and to obtain an E rating at least 50 points. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> By completing the course, the student will be able to critically assess the safety, suitability and meaningfulness of the application of digital technologies in the teaching process. Understand the risks, opportunities and limits of integrating digital technologies into teaching and their importance in supporting the learning process. He will be able to assess the quality of digital resources with educational content in the context of teaching needs. Can distinguish between false, misleading or truth-altering information and use procedures to verify the veracity, timeliness and scientific accuracy of published facts and facts. Can design an appropriate and effective application of selected digital technologies in the teaching program.	
<b>Class syllabus:</b> Digital resources and digital technologies vs. educational digital resources and educational technologies; Security in the digital world; BYOD in the teaching process - benefits, challenges, limits and limitations; Digital literacy and its importance in the digital world; Possibilities and limits of the use of digital technologies in support of personalized learning, research and research-oriented teaching; Evaluation of the quality of educational technologies and the possibility of their integration into teaching; Selected digital technologies supporting the teaching process. 1. Digital technologies - historical development, use, present, perspectives. 2. Digital literacy - what we mean by digital literacy, methods and means of development DG, education and DG.	

3. Digital technologies in education - technologies vs. educational technologies, groups of technologies usable in education (Comprehensive educational environment, educational programs, mobile applications, virtual laboratories, applets, modules, accessories ...).
4. Digital technologies in education - educational content, assessment of suitability and adequacy of technology to support teaching, information retrieval, support of special educational needs.
5. Digital technologies in education - tools for communication, cooperation, creation and sharing of results.
6. Digital technologies in education - systems to support education and organization of the educational process.
7. Digital technologies in education - teaching methods and strategies supporting meaningful and appropriate applications of DT in education.
8. Digital technologies in education - social and ethical aspects of the use of DT in education.
9. Digital content creation - available software tools for creating educational content, teaching materials, quizzes, interactive exercises.
10. Security in the digital age - fake news, hoaxes, detectors and algorithms for their detection.
11. Digital content - procedures for verifying the truthfulness, accuracy and timeliness of information available on the Internet.
12. Research in the use of digital technologies in education.

**Recommended literature:**

1. Brestenská, B. et al. (2020). Innovative learning with the support of digital technologies. Bratislava: Comenius University in Bratislava, 2020. ISBN: 978-80-223-4927-7
2. Karolčík, Š., Čipková, E., Digital educational resources in the context of evaluating their quality. 1st ed. Bratislava: Comenius University in Bratislava, 155 p
3. ISTE standards for students - <https://www.iste.org/standards/iste-standards-for-students>
4. ISTE standards for teachers - <https://www.iste.org/standards/iste-standards-for-teachers>
5. Gormally, Carickman, Peggy; Hallar, Brittan; and Armstrong, Norris (2009) "Effects of Inquiry-based Learning on Students' Science Literacy Skills and Confidence," International Journal for the Scholarship of Teaching and Learning: 3 (2), Article 16. Available at: <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol3/iss2/16>
6. Tsung-Hau Jen, Yi-Fen Yeh, Ying-Shao Hsu, Hsin-Kai Wu, Kuan-Ming Chen. (2016). Science teachers' TPACK-Practical: Standard-setting using an evidence-based approach. Computers & Education, Volume 95, Pp. 45-62, DOI: <https://doi.org/10.1016/j.compedu.2015.12.009>
7. REDECKER, Christine and Yves PUNIE. European Framework for the Digital Competence of Educators: DigCompEdu [online]. © European Union 2017 [cit. 2021-12-09]. Available at: <https://op.europa.eu/en/publication-detail/-/publication/fcc33b68-d581-11e7-a5b9-01aa75ed71a1/language-en>
8. Digital technologies are changing the cognitive process [online]. State Pedagogical Institute [cit. 2021-12-09]. Available at: [https://www.statpedu.sk/files/sk/o-organizacii/projekty/projekt-dvui/publikacie/digitalne\\_technologie\\_menia\\_poznavaci\\_proces.pdf](https://www.statpedu.sk/files/sk/o-organizacii/projekty/projekt-dvui/publikacie/digitalne_technologie_menia_poznavaci_proces.pdf)

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 204

A	B	C	D	E	FX
69,12	13,24	8,33	3,43	1,96	3,92

**Lecturers:** PaedDr. Andrea Hrušecká, PhD., PaedDr. Roman Hrušecký, PhD., PaedDr. Mgr. Natália Kováčová, PhD.

**Last change:** 22.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKAG/2-MPG-247/22	<b>Course title:</b> Effective Writing of Professional Texts
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student can obtain 100% of the grade during the semester. The student prepares assignments of various types in various digital tools, he / she needs at least half of the available points to successfully obtain the final grading. Grading: A (100-91), B (90-81), C (80-71), D (70-61), E (60-51), Fx (50-0). Scale of assessment (preliminary/final): Preliminary assessment 100% (homework assignments) / 0% final exam	
<b>Learning outcomes:</b> 1. The graduate will acquire advanced skills needed to work in the LaTeX typographic system. 2. The graduate will acquire basic skills in the computer algebra system wxMaxima. Learns the basic structures and procedures of the environment's language, learns to write simple scripts and generate visualizations of basic mathematical and geometric concepts. 3. The graduate will get acquainted with the methodological procedures of writing longer professional texts, from the stage of preparation to the finalization of the text.	
<b>Class syllabus:</b> 1. LaTeX: Typing mathematical formulae in LaTeX. Drafting texts in LaTeX. Additional document settings in LaTeX, more advanced typesetting concepts (document settings, templates, custom environment definitions, etc.). LaTeX presentations. 2. wxMaxima: Introduction to the environment. Setup and control. Basic programming concepts (variable, cycle, condition, data structures). Basic mathematical concepts and structures (matrices, equations, maps). Rendering and visualization in plane and space (polygons, curves, surfaces). Animation and visualization of processes. 3. Methodology of writing professional texts: basic thought procedures for creating longer professional texts.	
<b>Recommended literature:</b> Electronic texts, scripts and other materials published on the teacher's website. <a href="https://www.latex-project.org/help/documentation/">https://www.latex-project.org/help/documentation/</a> <a href="https://maxima.sourceforge.io/documentation.html">https://maxima.sourceforge.io/documentation.html</a>	

<a href="https://home.csulb.edu/~woollett/mbe.html">https://home.csulb.edu/~woollett/mbe.html</a>					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 29					
A	B	C	D	E	FX
27,59	27,59	13,79	6,9	20,69	3,45
<b>Lecturers:</b> RNDr. Martina Bátorová, PhD., doc. RNDr. Andrej Ferko, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-233/13		<b>Course title:</b> English Conversation Course (1)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 3., 5.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> tests, presentations, essays Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Continual improvement of all language skills focused on communication/speaking, listening comprehension and writing. The emphasis is on discourse, lexicology and morphology, word-bank broadening of communicational English as well as English for specific purposes appropriate for university students. This course is a follow up of the previously taught ESP course.					
<b>Class syllabus:</b> This course's focus is to broaden spoken/communicational English for students with B2/C1 level of English knowledge.					
<b>Recommended literature:</b> Appropriate study material is supplied based on the participants' level of English by the lecturer. (Sources- The Guardian, The Herald Morning Sun. The Nine News, The West Australian, BBC News and podcasts, CNN podcasts).					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 318					
A	B	C	D	E	FX
77,36	8,81	4,4	1,26	0,94	7,23
<b>Lecturers:</b> Mgr. Aneta Barnes					

**Last change:** 11.04.2024

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-234/13		<b>Course title:</b> English Conversation Course (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 4., 6.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> tests, oral presentations, essays Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Continual improvement of all language skills focused on communication/speaking, listening comprehension and writing. The emphasis is on discourse, lexicology and morphology, word-bank broadening of communicational/spoken English as well as English for specific purpose appropriate for university students. This course is a follow up of the Conversational English course 1.					
<b>Class syllabus:</b> This course's focus is to broaden spoken/communicational English for students with B2/C1 level of English knowledge( Upper-Intermediate/Lower Advanced).					
<b>Recommended literature:</b> Appropriate study material is supplied based on the participants' level of English by the lecturer. (Sources- The Guardian, The Herald Morning Sun. The Nine News, The West Australian, BBC News and podcasts, CNN podcasts).					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 201					
A	B	C	D	E	FX
82,09	8,96	2,49	1,0	0,0	5,47
<b>Lecturers:</b> Mgr. Aneta Barnes					

**Last change:** 11.04.2024

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KJP/1-MXX-131/00	<b>Course title:</b> English Language (1)
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Grades: A 93%, B 85%, C 77%, D 70%, E 65% Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebežneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebežneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a> Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The objective of the subject is to provide the students with experience and knowledge of technical English and thus make them ready to use English sources of information for later study and professional career.	
<b>Class syllabus:</b> On entering the first semester, students' knowledge of English is tested and they are divided into groups according to the results of the placement test. In the groups of pre-intermediate and intermediate students, fundamentals of technical English are taught. Advanced students take classes of technical English for their field of study: English for mathematics, for physics, for computer science, English for management and economic and financial mathematics.	
<b>Recommended literature:</b> Anglický jazyk pre študentov FMFI UK : Kurz pre mierne pokročilých / Alena Zemanová. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP. Anglický jazyk pre študentov FMFI UK : Aplikovaná matematika / Alexandra Maďarová, Ľubomíra Kožehubová.- učebnica publikovaná online Anglický jazyk pre študentov FMFI UK : Matematika: Alexandra Maďarová, Eva Foltánová. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP. Anglický jazyk pre študentov FMFI UK : Fyzika / Alena Zemanová. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP. Anglický jazyk pre študentov FMFI UK : Informatika / Elena Klátiková. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP.	
<b>Languages necessary to complete the course:</b>	

Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 7538					
A	B	C	D	E	FX
29,53	22,82	18,16	12,52	7,87	9,1
<b>Lecturers:</b> Mgr. Eva Foltánová, Mgr. Ing. Jana Kočvarová, Mgr. Ľubomíra Kožehubová, Mgr. Alexandra Maďarová, Mgr. Aneta Barnes, Mgr. Simona Dobiašová, PhD., Mgr. Valéria Medárová, PhD., Mgr. Katarína Hromadová, PhD.					
<b>Last change:</b> 16.09.2025					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-132/00		<b>Course title:</b> English Language (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Grades: A 93%, B 85%, C 77%, D 70%, E 65% Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> The objective of the subject is to provide the students with experience and knowledge of technical English and thus make them ready to use English sources of information for later study and professional career.					
<b>Class syllabus:</b> This is a continuation of the course English (1) designed for pre-intermediate students. Fundamental vocabulary is presented through selected topics in mathematics, physics and informatics. The lessons also contain revision of elementary grammar. Generally, it is a necessary preliminary to advanced programs.					
<b>Recommended literature:</b> Anglický jazyk pre študentov FMFI UK : Kurz pre mierne pokročilých / Alena Zemanová. The textbook has not been published. It is at students' disposal in an electronic format.					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 1733					
A	B	C	D	E	FX
22,1	20,95	23,83	14,77	11,08	7,27

**Lecturers:** Mgr. Ing. Jana Kočvarová, Mgr. Alexandra Maďarová, Mgr. Ľubomíra Kožehubová, Mgr. Eva Foltánová, Mgr. Aneta Barnes, Mgr. Simona Dobiašová, PhD., Mgr. Valéria Medárová, PhD.

**Last change:** 20.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KJP/1-MXX-231/00	<b>Course title:</b> English Language (3)
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Grades: A 93%, B 85%, C 77%, D 70%, E 65% Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezhneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezhneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a> Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The objective of the classes is to provide the students with knowledge of technical English in their field of study and experience with technical English sources sufficient to make the able to use technical language for their later study and professional purposes.	
<b>Class syllabus:</b> The subject continues the program of English (2). Students take classes of special English for their field of study: English for mathematics, English for physics, English for computer science, English for management and economic and financial mathematics. The subject requires advanced knowledge of general English.	
<b>Recommended literature:</b> Anglický jazyk pre študentov FMFI UK : Kurz pre mierne pokročilých / Alena Zemanová. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP. Anglický jazyk pre študentov FMFI UK : Aplikovaná matematika / Alexandra Maďarová, Ľubomíra Kožehubová.- učebnica publikovaná online Anglický jazyk pre študentov FMFI UK : Matematika: Alexandra Maďarová, Eva Foltánová. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP. Anglický jazyk pre študentov FMFI UK : Fyzika / Alena Zemanová. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP. Anglický jazyk pre študentov FMFI UK : Informatika / Elena Klátiková. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP.	
<b>Languages necessary to complete the course:</b> Slovak, English	

<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 1461					
A	B	C	D	E	FX
15,47	18,96	22,72	18,21	18,14	6,5
<b>Lecturers:</b> Mgr. Ing. Jana Kočvarová, Mgr. Alexandra Maďarová, Mgr. Ľubomíra Kožehubová, Mgr. Eva Foltánová, Mgr. Aneta Barnes, Mgr. Simona Dobiašová, PhD., Mgr. Valéria Medárová, PhD., Mgr. Katarína Hromadová, PhD.					
<b>Last change:</b> 16.09.2025					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KJP/1-MXX-232/10	<b>Course title:</b> English Language (4)
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Examination: an examination consisting of a written and an oral part. Grades: A 93%, B 85%, C 77%, D 70%, E 65% Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/skuska-z-predmetu-anglicky-jazyk-4/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/skuska-z-predmetu-anglicky-jazyk-4/</a> Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> After completing the course, students will be able to work independently with professional literature in English	
<b>Class syllabus:</b> Students take classes of special English for their field of study: English for mathematics, English for physics, English for computer science, English for management and economic and financial mathematics.	
<b>Recommended literature:</b> Anglický jazyk pre študentov FMFI UK : Kurz pre mierne pokročilých / Alena Zemanová. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP. Anglický jazyk pre študentov FMFI UK : Aplikovaná matematika / Alexandra Maďarová, Ľubomíra Kožehubová.- učebnica publikovaná online Anglický jazyk pre študentov FMFI UK : Matematika: Alexandra Maďarová, Eva Foltánová. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP. Anglický jazyk pre študentov FMFI UK : Fyzika / Alena Zemanová. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP. Anglický jazyk pre študentov FMFI UK : Informatika / Elena Klátiková. Učebnica je nepublikovaná, k dispozícii v elektronickej podobe na webovej stránke KJP.	
<b>Languages necessary to complete the course:</b> Slovak, English	

<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 4299					
A	B	C	D	E	FX
25,17	28,15	21,61	11,82	6,05	7,21
<b>Lecturers:</b> Mgr. Ing. Jana Kočvarová, Mgr. Alexandra Maďarová, Mgr. Ľubomíra Kožehubová, Mgr. Eva Foltánová, Mgr. Aneta Barnes, Mgr. Simona Dobiašová, PhD., Mgr. Valéria Medárová, PhD.					
<b>Last change:</b> 16.09.2025					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-bpAN-215/15	<b>Course title:</b> English Literature for Children and Adolescents
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student must acquire at least 60 percent to pass the course. Continuous assessment: - 20 % active participation - 20 % presentation Final assessment: - 60% final essay Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> The student acquires knowledge of selected essential texts from British children's and young adult literature. After successfully finishing the course, the student is capable to evaluate the works' historical background and literary significance. The student's skills of literary analysis are furthered by in-class close analysis exercises of selected relevant texts. The chosen form of final assessment furthers the student's abilities of literary interpretation.	
<b>Class syllabus:</b> The students read and analyse selected relevant texts in and outside of class. The students discuss and present their perspectives and train themselves in literary criticism. <ol style="list-style-type: none"> <li>1) Introduction to study of children's and young adult literature</li> <li>2) Children's folklore</li> <li>3) Victorian children's literature I</li> <li>4) Victorian children's literature II</li> <li>5) Edwardian children's literature</li> <li>6) Inter-War children's literature</li> <li>7) Literature for children after 1945</li> <li>8) Contemporary children's literature</li> <li>9) Young adult (YA) literature</li> <li>10) Picture books and comics for children and young adults</li> </ol>	

**Recommended literature:**

BAŠTÍN, Štefan, OLEXA, Jozef, a STUDENÁ, Zuzana. Dejiny anglickej a americkej literatúry. Bratislava: Obzor, 1993. ISBN 80-215-0253-3.

DRABBLE, Margaret. The Oxford Companion to English Literature. Oxford: Oxford University Press, 1993. ISBN 978-0-19-866233-4.

GENČIOVÁ, Miroslava. Literatura pro děti a mládež. Praha: SPN, 1984. ISBN 17.50.

POKRIVČÁKOVÁ, Silvia. Anglophone Literature for Children and Juvenile Readers. Trnava: University of Trnava, 2018. ISBN 978-80-568-0176-5 9.

Additional literature will be distributed during the course.

**Languages necessary to complete the course:**

This course requires the student's English language skills to be at least at level B2 according to CEFR standards.

**Notes:****Past grade distribution**

Total number of evaluated students: 173

A	ABS	B	C	D	E	FX
67,05	0,0	19,65	5,2	2,89	2,89	2,31

**Lecturers:** Mgr. Simona Bajáková, PhD.

**Last change:** 27.05.2024

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-muAN-110/15	<b>Course title:</b> English for Specific Purposes
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment of student performance in class during the semester (100% of the final grade). Assessment includes the student's ability to handle individual tasks in the class and homework, which are a prerequisite for active participation in the class. Translation / text / lexicological assignments are submitted the day before the class via MS Teams or Moodle. In addition to translation and work with the text, the student answers the questions posed to the given translation / work with the text and briefly summarizes his / her progress in the given translation / text. In the class, the subject of discussion are translation, text and lexicological solutions and their mutual confrontation. Classification scale: 0-60-68-76-94-92-100 % = FX-E-D-C-B-A. Teachers accept a maximum of 2 absences with proven documents . Scale of assessment (preliminary/final): 100% continuous evaluation	
<b>Learning outcomes:</b> After completing the course, the student knows the basic translation and lexicological theories and knows how to use their procedures in practice. Can analyze and translate texts from various fields into Slovak and English. The student masters the principles of a professional translation approach to texts and, based on their analysis, is able to identify the risk areas of the text before translation and adequately prepare. The student can compile a glossary needed for different areas of practical and professional life, knowing the pitfalls of intercultural communication and being able to recognize and avoid them. They can critically approach and edit their own text during the second reading, they takes care of the risks that the hypnosis by the original text can pose. They master the principles of intercultural communication and are able to mediate the dialogue between the Slovak and the relevant English-speaking culture	
<b>Class syllabus:</b> 1. Formal and informal texts in Slovak and English (from narration to speeches; from news to articles) 2. Traditions of Slovakia and English speaking countries, exoticization / domestication 3. Food, its preparation and description 4. Births, deaths, anniversaries and holidays (announcements, obituaries, invitations) 5 Translation of a newspaper article / journalistic text (media language and choice of words) 6. Environment and RES, glossary 7. Tourist guides, glossary 8. Medical text, aspect of health (medical documentation, covid and health) 9. Legal text, principles of legal and	

official translation 10. Family law relations, documentation (birth certificate, adoption, marriage certificate, divorce) 11. Education, documents (transcripts, statements and diplomas); texts in Slovak and English; 12 Professional text with high terminological saturation, glossary in the given field

**Recommended literature:**

Markéta Škrlantová: Preklad právnych textov na národnej a nadnárodnej úrovni, Anapres 2005. ISBN 80-89137-19-9; Edita Gromová, Jaroslav Šoltýs: Odborný preklad 2, Anapres 2006. ISBN 80-89137-24-5; Anthony Pym: Exploring translation theories, Routledge 2014. ISBN 978-0-415-83791-0; Daniel Lančarič: Úvod do konfrontačnej lexikológie a lexikografie, Z-F Lingua 2009. ISBN 978-80-89328-27-7; www.linguee.com; www.lingea.sk;

**Languages necessary to complete the course:**

Participation in the course presupposes mastery of English at the level [B2] and Slovak at the level [C2] according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 120

A	ABS	B	C	D	E	FX
78,33	0,0	15,0	3,33	0,0	0,0	3,33

**Lecturers:** doc. Mgr. Eva Reid, PhD., Mgr. Ivo Poláček, PhD.

**Last change:** 29.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-bpAN-065/11	<b>Course title:</b> Extracurricular Activity 1
<b>Educational activities:</b> <b>Type of activities:</b> other <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: - rehearsing a theatre performance in English, organizing and preparing the performance technically OR - working on the editorial board of a department student magazine, writing articles in English, managing social media content, promoting the magazine, organizing events for readers, proof reading texts in English, administering the website, graphic content OR - independent research and participation in an academic conference Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students will be capable of independent creative work and teamwork, they will have improved their organizational, managerial, and communication skills, both oral and written, and their critical reading and analytical skills.	
<b>Class syllabus:</b> 1. Rehearsing a theatre performance in English 2. Writing for the web-based magazine Perspectives: writing, editing, proof reading, graphic content creation, web administration, social media content creation, organizing events for readers 3. Independent research - a student research project or assisting a teacher	
<b>Recommended literature:</b> HARTIGAN, Cathie, and Margaret JAMES. The Creative Writing. A Student's Handbook. London: CreativeWritingMatters, 2014. ISBN 978-1-5005-9954-6.	

MORLEY, David, and Philip NEILSEN, eds. The Cambridge Companion to Creative Writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.  
RAMSEY, Janet E. Feature and Magazine Article Writing. Madison: WCB Brown and Benchmark, 1994. ISBN 0-697-13832-1.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 215

A	ABS	B	C	D	E	FX
88,37	0,0	0,0	0,93	0,47	0,47	9,77

**Lecturers:** doc. Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., Mgr. Michaela Hroteková, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-bpAN-066/11	<b>Course title:</b> Extracurricular Activity 2
<b>Educational activities:</b> <b>Type of activities:</b> other <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: - rehearsing a theatre performance in English, organizing and preparing the performance technically OR - working on the editorial board of a department student magazine, writing articles in English, managing social media content, promoting the magazine, organizing events for readers, proof reading texts in English, administering the website, graphic content OR - independent research and participation in an academic conference Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students will be capable of independent creative work and teamwork, they will have improved their organizational, managerial, and communication skills, both oral and written, and their critical reading and analytical skills.	
<b>Class syllabus:</b> 1. Rehearsing a theatre performance in English 2. Writing for the web-based magazine Perspectives: writing, editing, proof reading, graphic content creation, web administration, social media content creation, organizing events for readers 3. Independent research - a student research project or assisting a teacher	
<b>Recommended literature:</b> HARTIGAN, Cathie, and Margaret JAMES. The Creative Writing. A Student's Handbook. London: CreativeWritingMatters, 2014. ISBN 978-1-5005-9954-6.	

<p>MORLEY, David, and Philip NEILSEN, eds. The Cambridge Companion to Creative Writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.  RAMSEY, Janet E. Feature and Magazine Article Writing. Madison: WCB Brown and Benchmark, 1994. ISBN 0-697-13832-1.</p>						
<p><b>Languages necessary to complete the course:</b>  B2 CEFR level English is a prerequisite for participation in this course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 248</p>						
A	ABS	B	C	D	E	FX
94,35	0,0	0,4	1,21	0,4	0,81	2,82
<p><b>Lecturers:</b> doc. Mgr. Ivan Lacko, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Marián Kabát, PhD., Mgr. Michaela Hroteková, PhD.</p>						
<p><b>Last change:</b> 04.04.2022</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-141/00		<b>Course title:</b> French Language (1)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 1.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> French language is taught at two levels: beginner and intermediate. Students opt for one of them depending on whether they wish to obtain the fundamentals of the language or wish to maintain and/or improve previous knowledge of French.					
<b>Recommended literature:</b> Capelle Guy, Menand Robert: Le Nouveau taxi 1, Hachette FLE Paris, France 2009, ISBN 978-2-01-155548 - 9					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 499					
A	B	C	D	E	FX
48,5	19,44	16,63	7,82	2,0	5,61
<b>Lecturers:</b> Mgr. Ľubomíra Kožehubová					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-142/00		<b>Course title:</b> French Language (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> The subject continues the program of French language (1) and provides courses of essential and intermediate French language.					
<b>Recommended literature:</b> Capelle Guy, Menand Robert: Le Nouveau taxi 1, Hachette FLE Paris, France 2009, ISBN 978-2-01-155548 - 9					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 307					
A	B	C	D	E	FX
45,6	22,48	16,94	8,79	2,28	3,91
<b>Lecturers:</b> Mgr. Ľubomíra Kožehubová					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-241/00		<b>Course title:</b> French Language (3)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> The subject provides a course of intermediate French language, covering not only general, but also technical language.					
<b>Recommended literature:</b> Capelle Guy, Menand Robert: Le Nouveau taxi 1, Hachette FLE Paris, France 2009, ISBN 978-2-01-155548 - 9					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 128					
A	B	C	D	E	FX
48,44	24,22	17,19	5,47	0,78	3,91
<b>Lecturers:</b> Mgr. Ľubomíra Kožehubová					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-242/00		<b>Course title:</b> French Language (4)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 4.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> The subject provides a course of intermediate French covering not only general, but also technical French language.					
<b>Recommended literature:</b> Menand Robert: Le Nouveau taxi 2, Hachette FLE, Paris, France 2009, ISBN 978-2-01-155551 - 9					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 79					
A	B	C	D	E	FX
43,04	32,91	16,46	2,53	1,27	3,8
<b>Lecturers:</b> Mgr. Ľubomíra Kožehubová					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UXX-121/24	<b>Course title:</b> Game-based Learning in Mathematics Education (1)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: proposal of motivational activities, output in front of the board Indicative assessment scale: A 94%, B 86%, C 79%, D 70%, E 60%, Fx <60% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will get acquainted with some activating methods and motivational activities suitable for teaching mathematics, physics, computer science and other science subjects. Based on this, they will create a proposal of their own activities, which they will present in front of their classmates and thus gain valuable experience for their future teaching practice.	
<b>Class syllabus:</b> - Popularization lectures - Didactic games - Didactic competitions - Motivational activities focused on mathematics, physics, informatics and other science subjects suitable for camps and schools in nature	
<b>Recommended literature:</b> Didactic games in mathematics / Peter Vankúš. Bratislava: KEC FMFI UK, 2012 Child, school and mathematics: Constructivist approaches to teaching / Milan Hejný, František Kuřina. Prague: Portal, 2001 Mathematical feeling / Jo Boalerová. Bratislava: Tatran, 2016 Own electronic materials published via the subject's website (course in LMS Moodle)	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 62					
A	B	C	D	E	FX
93,55	0,0	0,0	0,0	0,0	6,45
<b>Lecturers:</b> doc. PaedDr. Peter Vankúš, PhD.					
<b>Last change:</b> 03.06.2024					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UXX-122/24	<b>Course title:</b> Game-based Learning in Mathematics Education (2)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 1	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Ongoing evaluation: implementation and evaluation of activities during the concentration Indicative assessment scale: A 94%, B 86%, C 79%, D 70%, E 60%, Fx <60% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will be able to implement their motivational activities during the training. We will then evaluate these activities and suggest possible modifications. The implementation of their own activities and their subsequent reflection will provide students with valuable experience for the preparation of their future educational activities aimed at motivating the teaching of mathematics, physics, computer science and other science subjects.	
<b>Class syllabus:</b> - Popularization lectures - Didactic games - Didactic competitions - Motivational activities focused on mathematics, physics, computer science and other science subjects suitable for camps and schools in nature.	
<b>Recommended literature:</b> Didactic games in mathematics / Peter Vankúš. Bratislava: KEC FMFI UK, 2012 Child, school and mathematics: Constructivist approaches to teaching / Milan Hejný, František Kuřina. Prague: Portal, 2001 Mathematical feeling / Jo Boalerová. Bratislava: Tatran, 2016 Own electronic materials published via the subject's website (course in LMS Moodle)	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 26					
A	B	C	D	E	FX
92,31	0,0	0,0	0,0	0,0	7,69
<b>Lecturers:</b> doc. PaedDr. Peter Vankúš, PhD.					
<b>Last change:</b> 16.02.2026					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-151/00		<b>Course title:</b> German Language (1)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 1.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> To master the fundamentals of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency )					
<b>Class syllabus:</b> German language is taught at three levels: beginner, intermediate and advanced. Students opt for one of them depending on whether they need to learn the fundamentals or maintain and/or improve their previous knowledge. This course's focus is to master the fundamentals of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency )					
<b>Recommended literature:</b> Appropriate study material is supplied by teacher based on the participants' level of German proficiency.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 874					
A	B	C	D	E	FX
38,33	24,71	18,42	8,81	2,86	6,86
<b>Lecturers:</b> Mgr. Alexandra Maďarová, Mgr. Simona Dobiašová, PhD.					
<b>Last change:</b> 05.09.2025					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-152/00		<b>Course title:</b> German Language (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> To master the fundamentals of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency )					
<b>Class syllabus:</b> German language is taught at two levels: beginner and intermediate. Students opt for one of them depending on whether they wish to obtain the fundamentals of the language or wish to maintain and/or improve previous knowledge of German. This course's focus is to to master the fundamentals of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency )					
<b>Recommended literature:</b> Appropriate study material is supplied by teacher based on the participants' level of German proficiency					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 542					
A	B	C	D	E	FX
38,01	19,56	19,56	12,36	3,51	7,01
<b>Lecturers:</b> Mgr. Alexandra Maďarová, Mgr. Simona Dobiašová, PhD.					
<b>Last change:</b> 05.09.2025					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-251/00		<b>Course title:</b> German Language (3)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Master the basics of general language and basic professional terminology of individual fields of study (depending on the advanced level of students)					
<b>Class syllabus:</b> The course is a follow-up to the German language (1,2). The subject provides a course of intermediate or advanced German language. This course's focus is to deepen the knowledge of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency).					
<b>Recommended literature:</b> Appropriate study material is supplied by teacher based on the participants' level of German proficiency.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 191					
A	B	C	D	E	FX
45,03	23,04	19,37	6,81	2,09	3,66
<b>Lecturers:</b> Mgr. Alexandra Maďarová, Mgr. Simona Dobiašová, PhD.					
<b>Last change:</b> 05.09.2025					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-252/00		<b>Course title:</b> German Language (4)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 4.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Master the basics of general language and basic professional terminology of individual fields of study (depending on the advanced level of students)					
<b>Class syllabus:</b> The course is a follow-up to the German language (1-3). It provides a course of intermediate and advanced German language. This course's focus is to deepen the knowledge of the common language and basic technical terms of particular fields of study (depending on the student's level of German proficiency).					
<b>Recommended literature:</b> Appropriate study material is supplied by teacher based on the participants' level of German proficiency.					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 104					
A	B	C	D	E	FX
44,23	22,12	14,42	10,58	3,85	4,81
<b>Lecturers:</b> Mgr. Alexandra Maďarová, Mgr. Simona Dobiašová, PhD.					
<b>Last change:</b> 05.09.2025					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-220/17	<b>Course title:</b> Global Educational Issues
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 13 / 13 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is designed as an intensive course of 28 full-time teaching hours. Since the goal is practical work in the field of global issues in education and intercultural communication, the course requires active class participation, the ability to discuss and argue the issues discussed in English, and to present one's findings on the basis of the materials read and discussed (50% of the total grade). The other 50% of the grade consists of a final written student response to the knowledge, skills, and attitudes acquired, consisting of a narrative response of approximately 1000-1500 words and a questionnaire with questions about the course. <b>Grading scale:</b> A ≥92% B ≥84% C ≥76% D ≥68% E ≥60% Fx <60% <b>Scale of assessment (preliminary/final):</b> 100/0	
<b>Learning outcomes:</b> By the end of the course, the student is familiar with specific topics that are relevant to current issues in global education and is able to discuss and write about societal issues potentially related to the practice of teaching. Students will become familiar not only with the global dimension of the contemporary educational process but also with the basics of intercultural communication.	
<b>Class syllabus:</b> The course focuses on the introduction and theoretical support of topics that are important for future English language teachers, especially with regard to the intercultural dimension of their profession. The topics of the course vary according to the current issues that (not only) foreign language teachers may encounter in their practice - from issues specific to English-speaking areas (race, colonialism) to specific topics that are increasingly resonating also in the Central European area (human rights issues, ethnic orations, approaches to teaching and discussing so-called sensitive topics, e.g. the Holocaust).	

Formally, the course relies on collaboration with academics from international backgrounds as well as NGO staff in relevant fields.

**Recommended literature:**

BARRER, Peter a Bohdan ULAŠIN. From Here To University. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4466-1.  
BÖHMEROVÁ, Ada (ed.). Slovak Studies in English: Identity in Intercultural Communication. Bratislava: Ševt, 2011. ISBN 978-80-8106-047-2.  
HARPUR, John. Innovation, Profit, and the Common Good in Higher Education: the New Alchemy. New York: Palgrave Macmillan, 2010. ISBN 978-0-230-53787-3.  
LOWMAN, Joseph. Mastering the Techniques of Teaching. San Francisco: Jossey-Bass, 1990. ISBN 1-55542-221-7.  
MARTIN, Judith N. a Thomas K. NAKAYAMA. Intercultural Communication in Contexts. Boston: McGraw-Hill, 2007. ISBN 978-0-07-110703-7.  
NICHOLS, Gill. Professional Development in Higher Education: New Dimensions and Directions. London: Kogan Page, 2001. ISBN 0-7494-3207-1.

**Languages necessary to complete the course:**

Participation in the course requires at least a B2 level of English according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
54,17	0,0	33,33	4,17	1,04	1,04	6,25

**Lecturers:** doc. Mgr. Eva Reid, PhD.

**Last change:** 07.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-220/17	<b>Course title:</b> Global Educational Issues
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 13 / 13 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The course is designed as an intensive course of 28 full-time teaching hours. Since the goal is practical work in the field of global issues in education and intercultural communication, the course requires active class participation, the ability to discuss and argue the issues discussed in English, and to present one's findings on the basis of the materials read and discussed (50% of the total grade). The other 50% of the grade consists of a final written student response to the knowledge, skills, and attitudes acquired, consisting of a narrative response of approximately 1000-1500 words and a questionnaire with questions about the course. <b>Grading scale:</b> A ≥92% B ≥84% C ≥76% D ≥68% E ≥60% Fx <60% <b>Scale of assessment (preliminary/final):</b> 100/0	
<b>Learning outcomes:</b> By the end of the course, the student is familiar with specific topics that are relevant to current issues in global education and is able to discuss and write about societal issues potentially related to the practice of teaching. Students will become familiar not only with the global dimension of the contemporary educational process but also with the basics of intercultural communication.	
<b>Class syllabus:</b> The course focuses on the introduction and theoretical support of topics that are important for future English language teachers, especially with regard to the intercultural dimension of their profession. The topics of the course vary according to the current issues that (not only) foreign language teachers may encounter in their practice - from issues specific to English-speaking areas (race, colonialism) to specific topics that are increasingly resonating also in the Central European area (human rights issues, ethnic orations, approaches to teaching and discussing so-called sensitive topics, e.g. the Holocaust).	

Formally, the course relies on collaboration with academics from international backgrounds as well as NGO staff in relevant fields.

**Recommended literature:**

BARRER, Peter a Bohdan ULAŠIN. From Here To University. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4466-1.

BÖHMEROVÁ, Ada (ed.). Slovak Studies in English: Identity in Intercultural Communication. Bratislava: Ševt, 2011. ISBN 978-80-8106-047-2.

HARPUR, John. Innovation, Profit, and the Common Good in Higher Education: the New Alchemy. New York: Palgrave Macmillan, 2010. ISBN 978-0-230-53787-3.

LOWMAN, Joseph. Mastering the Techniques of Teaching. San Francisco: Jossey-Bass, 1990. ISBN 1-55542-221-7.

MARTIN, Judith N. a Thomas K. NAKAYAMA. Intercultural Communication in Contexts. Boston: McGraw-Hill, 2007. ISBN 978-0-07-110703-7.

NICHOLS, Gill. Professional Development in Higher Education: New Dimensions and Directions. London: Kogan Page, 2001. ISBN 0-7494-3207-1.

**Languages necessary to complete the course:**

Participation in the course requires at least a B2 level of English according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 96

A	ABS	B	C	D	E	FX
54,17	0,0	33,33	4,17	1,04	1,04	6,25

**Lecturers:** doc. Mgr. Ivan Lacko, PhD., doc. Mgr. Eva Reid, PhD.

**Last change:** 07.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-203/22	<b>Course title:</b> History and Culture Studies of the USA
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-203/15	
<b>Course requirements:</b> a) during the semester, presentation on a selected topic (topics will be published during the introductory seminar) (30%), active participation in discussions (20%). b) during the examination period, written test (50%) Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A The teacher will accept a maximum of two absences without documentation. Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> This course is designed to provide an overview of important events in American history from the pre-Columbian era to the late 20th century. Using presentations, primary texts, and popular culture artifacts, students will learn about the important figures and processes that shaped the country on its way to becoming a world power. The course also provides background information on the regional geography of the United States and the country's political system. Upon completion of the course, the student will gain an understanding of the history and culture of the United States. The student will understand the country's political system and be able to interpret and discuss important historical documents. Students will hone their presentation skills while presenting.	
<b>Class syllabus:</b> 1. Introduction to the course. The first Americans. Settlement of the continent. The way of life of the original inhabitants of the Americas. The introduction of European diseases, the disappearance of the native peoples, their legacy in the present. 2. The Columbian Exchange. Exploration of the New World. Spanish and Dutch colonies, their cultural footprint today. The slave trade. 3. The first English settlements. Tidewater. "Hellhole of epic proportions", the beginnings of the plantation economy, the aristocracy of Tidewater, indentured servants. New England. The Pilgrims and the Mayflower. Puritans. Salem witches. Texts: "The Mayflower Compact" (1620).	

4. The Struggle for Independence. The colonies in the 18th century. "No taxation without representation", events in Boston, War of Independence. Growing regional disparities . Text: Thomas Jefferson, "Declaration of Independence" (1776).
5. Civil War. "A house divided against itself cannot stand." Abraham Lincoln, Union vs. Confederacy. Text: Abraham Lincoln, "The Gettysburg Address" (1863).
6. Reconstruction of the South. 14th, 15th Amendments, Ku Klux Klan. Jim Crow. Settlement of the West. Manifest Destiny. Farmers, cowboys, and gold miners. The building of the transcontinental railroad. The Battle of Little Big Horn, the Massacre at Wounded Knee. Immigration.
7. Great Depression. World War II. The New Deal. Rising fascism and nationalism, Pearl Harbor. Hiroshima.
8. The Cold War. Bipolar world. McCarthy and the witch hunts. The Cuban missile crisis. The wars in Korea and Vietnam. Apollo 11. Text: John F. Kennedy: "Inaugural Address" (1961).
9. Civil Rights Movement. The Montgomery bus boycott and Rosa Parks. Freedom Rides, Civil Rights Act. Selma. Black nationalism and Malcom X. Counterculture. Film: Hidden Figures (2016). Martin Luther King: "I Have a Dream" (1963).
10. 1970s. Watergate. The easing of Cold War tensions. Détente. The oil crisis of 1973. Jimmy Carter. The Iran hostage crisis.
11. 1980s and 1990s. Ronald Reagan. The rise of conservatism. Building up the military. The "evil empire". The Iran Contra affair. The end of the Cold War. The Gulf War. Clinton. "I did not have a sexual relationship with that woman." Film: The Day After (1987). Text: Ronald Reagan: "Tear down this wall." (1983).
12. Political System. Separation of powers. The federal system. Political parties. Election of the President. Text: Bill of Rights (1789).

**Recommended literature:**

O'CALLAGHAN, Bryn. An Illustrated History of the USA. Harlow: Longman, 1997. ISBN 0-582-74921-2.

WOODARD, Colin. American Nations. London: Penguin Books, 2012. [online] [cit 2021-10-22]. ISBN 9780143122029. Dostupné na [https://books.google.sk/books?id=Sb40EosBr90C&printsec=frontcover&hl=sk&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.sk/books?id=Sb40EosBr90C&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

LUEDTKE, Luther, S. et al. Making America. The Society & Culture of the United States. Washington: United States Information Agency, 1992

JANDA, Kenneth et al. The Challenge of Democracy. Government in America. Boston: Houghton Mifflin, 1989. ISBN 0-395-43292-8.

BIRDSALL, Stephen a John FLORIN. Outline of American Geography. New York: John Wiley and Sons, 1992.

**Languages necessary to complete the course:**

Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 568

A	ABS	B	C	D	E	FX
25,53	0,0	20,42	16,37	18,49	9,15	10,04

**Lecturers:** PhDr. Jozef Pecina, PhD.

**Last change:** 10.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-201/22	<b>Course title:</b> History and Culture of Great Britain
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-201/15	
<b>Course requirements:</b> Active participation in classes and discussions, a presentation on the assigned topic, 2 written tests. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The instructor will accept a maximum of two documented absences. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 50/50 (%)	
<b>Learning outcomes:</b> Students will get a general overview of British history, political unification and constitutional developments and will be able to interconnect them with the present and identify those aspects of the culture and way of life in the country which stem from the past. Students will also acquire greater familiarity with the existing system, institutions and current affairs. They will be able to draw a comparison between Britain and Slovakia and apply the acquired knowledge to the pedagogical process. Students will develop critical thinking, argumentation a presentation skills.	
<b>Class syllabus:</b> Key events and figures from the past to the present (earliest times, the Middle Ages, the Modern Period - the Tudors, the Stuarts, the 18th-20th centuries). Country and people, geography, identity, attitudes. Political life, the monarchy, the government, parliament, elections, the law, international relations. Religion, education, the economy, the media, transport, welfare, housing, food and drink, sport and competition, the arts, holidays and special occasions. Cultural identities, British- Slovak relations in the past and today, the Slovak media image of Britain, UNESCO sites.	
<b>Recommended literature:</b>	

O'DRISCOLL, James. Britain For Learners of English. Oxford: Oxford University Press, 2009. ISBN 978-0-19-430644-7.

McDOWALL, David. An Illustrated History of Britain. Harlow: Longman, 1989. ISBN 0-582-74914-X.

STORRY, Mike a Peter CHILDS, ed. British Cultural Identities. London: Routledge, 2007. ISBN 978-0-415-42460-8.

CHRISTOPHER, David P. British Culture. An Introduction. London: Routledge, 2006. ISBN 0-415-35397-1.

OAKLAND, John. British Civilization. An Introduction. London: Routledge, 2006. ISBN 0-415-36522-8.

**Languages necessary to complete the course:**

Students must be proficient to at least CEFR level B2 to attend the course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 716

A	ABS	B	C	D	E	FX
10,34	0,0	23,6	22,63	12,99	4,19	26,26

**Lecturers:** Mgr. Michaela Hroteková, PhD., Mgr. Jozef Lonek, PhD., PhDr. Katarína Brziaková, PhD.

**Last change:** 20.06.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-430/18	<b>Course title:</b> History of American Comics
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-430/20	
<b>Course requirements:</b> a) during the semester, presentation on a selected topic (topics will be published during the introductory seminar) (30%), active participation in discussions (20%). b) during the examination period, written test (50%) Grading scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A The teacher will accept a maximum of two absences without documentation. Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> This course offers an overview of the history of American comics from the late 19th century to the present. In particular, it focuses on the emergence of comics as an independent medium in the 1940s during the so-called Golden Age of Comics. Students will also learn about the development of the medium in the second half of the twentieth century and the emergence of graphic novels. They will be familiar with comics book terminology and the work of major authors. Upon completion of the course, students will be able to explain the importance of the comics medium to popular culture in the United States.	
<b>Class syllabus:</b> 1. Introduction to the course. 2. Terminology of comics. Scott McCloud, Understanding Comics. 3. Origins: from the Yellow Kid to the pulp magazines of the 1930s. 4. Superheroes. Action Comics #1 (1938), Detective Comics #27 (1939), Wonder Woman #1 (1942) 5. Mobilizing comics for the war. Captain America Comics #1 (1941) 6. New genres. Crime, romance and horror comics. Frederick Wertham's Seduction of the Innocent (1954) Comics Code Authority. The end of the golden age. "Poetic Justice" (1952), "Foul Play!" (1953) 7. The revival of superheroes. The rise of Marvel. Amazing Fantasy #15 (1962), Fantastic Four #1 (1961).	

8. Graphic novels. Will Eisner. Art Spiegelman. Maus (1986-1991),  
 9. Graphic novels. Frank Miller. Alan Moore. The Dark Knight Returns (1986)  
 10. Developments in the present. Superheroes on screen. The Amazing Spider-Man #36 (2001),  
 Bitch Planet, Volume I (2014)

**Recommended literature:**

DUNCAN, Randy a Matthew J. SMITH. Icons of the American Comic Book: From Captain America to Wonder Woman. Santa Barbara: ABC-CLIO, LLC, 2013. [online] [cit 2021-10-22]. ISBN 978-0313399237. Dostupné na [https://books.google.sk/books?id=2GNaoeiY51EC&printsec=frontcover&hl=sk&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.sk/books?id=2GNaoeiY51EC&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

HATFIELD, Charles et al. The Superhero Reader. Jackson: University Press of Mississippi, 2013. [online] [cit 2021-10-22]. ISBN 978-1617038068. Dostupné na [https://books.google.sk/books?id=A-exXwYTg0oC&printsec=frontcover&hl=sk&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.sk/books?id=A-exXwYTg0oC&printsec=frontcover&hl=sk&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

HEER Jeet a Kent WORCESTER: A Comic Studies Reader. Jackson: University Press of Mississippi, 2008. [online] [cit 2021-10-22]. ISBN 978-1604731095. Dostupné na [https://books.google.sk/books/about/A\\_Comics\\_Studies\\_Reader.html?id=9LUYhG9qO\\_8C&redir\\_esc=y](https://books.google.sk/books/about/A_Comics_Studies_Reader.html?id=9LUYhG9qO_8C&redir_esc=y)

McCLOUD, Scott. Understanding Comics: The Invisible Art. New York: William Morrow Paperbacks, 2001. ISBN 006097625X.

WRIGHT, Bradford. Comic Book Nation. The Transformation of Youth Culture in America. Baltimore: Johns Hopkins University Press, 2003. ISBN 978-0801874505.

**Languages necessary to complete the course:**

Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 154

A	ABS	B	C	D	E	FX
46,1	0,0	24,68	13,64	10,39	3,9	1,3

**Lecturers:** PhDr. Jozef Pecina, PhD.

**Last change:** 31.03.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKAI/1-MXX-491/22	<b>Course title:</b> Inclusive Approaches to Education of Students with Special Educational Needs
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: active participation in class (elaboration of assigned tasks, participation in discussions) An exam: - Indicative assessment level: e.g. A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- They will get acquainted with the basic characteristics of types of health disadvantage (HR) and will know the consequences of HR on education.</li> <li>- Gain personal experience from meetings with people with disabilities and will be able to explain and apply the rules of communication with them.</li> <li>- Can characterize the forms of education of students with SEN and assess the possibilities of their pedagogical, technical and human support, which positively affect the success of education.</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Characteristics of basic concepts.</li> <li>- Disability models.</li> <li>- Disability legislation.</li> <li>- Human, communication, information and architectural barriers.</li> <li>- Impact of disability on education.</li> <li>- Segregation - integration - inclusion.</li> <li>- Information access technologies for people with disabilities.</li> <li>- Possibilities and limits of creating equal conditions for the education of pupils with specific educational needs.</li> <li>- Inclusive school - education for all.</li> <li>- The importance of education for the social inclusion of people with disabilities.</li> </ul>	
<b>Recommended literature:</b>	

- Lechta, V. (ed): Inkluzivní pedagogika. Praha: Portál, 2016, ISBN 978-80-262-1123-5
- Slowík, J.: Komunikace s lidmi a postižením. Praha: Portál, 2010, ISBN 978-80-7367-691-9
- Kol. autorov: Od integrácie k inklúzii. VÚDPaP: Bratislava, 2018, ISBN 978-80-89698-27-1

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 124

A	B	C	D	E	FX
76,61	17,74	4,03	0,0	0,0	1,61

**Lecturers:** Mgr. Ľudmila Hlinová

**Last change:** 15.03.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-121/22	<b>Course title:</b> Infomatics (1)
<b>Educational activities:</b> <b>Type of activities:</b> lecture / practicals <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 26 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: The student can get 40% points for working in seminars, another 20% for independent creative work and the remaining 20% for writing a paper. Exam: practical exam 20% points Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 80/20	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- will gain first-hand experience with various topics of theoretical computer science, which he will encounter during his further study</li> <li>- can discuss the presented IT problems and their use</li> <li>- analyzes various approaches to solving the presented IT problems in terms of their usability and effectiveness (at an intuitive level)</li> <li>- is able to design their own solutions to these problems, or modifications of existing solutions, on the basis of various criteria</li> <li>- is able to evaluate the correctness of solutions and discuss their improvements</li> </ul>	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. number systems</li> <li>2. encoding (text, images, sound ...)</li> <li>3. code error detection, self-correcting codes</li> <li>4. Huffman coding, compression</li> <li>5. logic operations, logic, logic circuits</li> <li>6. logic programming</li> <li>7. trees, binary search trees, decision trees</li> <li>8. simple graphs and work with them</li> <li>9. encryption - classic ciphers</li> <li>10. symmetric and asymmetric encryption</li> </ol>	
<b>Recommended literature:</b>	

Sedem divov informatiky / Juraj Hromkovic; translation by Michal Winczer. Ruzomberok: Verbum, 2012  
Algorithmic Puzzles / Anany Levitin, Maria Levitin. Oxford University Press Inc, 2011  
Tasks and methodologies at: <http://csunplugged.org/>  
Task archive on the website: [www.prask.ksp.sk](http://www.prask.ksp.sk)  
own electronic texts published on the website, resp. in the Moodle environment

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 58

A	B	C	D	E	FX
60,34	31,03	6,9	0,0	1,72	0,0

**Lecturers:** doc. PaedDr. Monika Tomcsányiová, PhD., PaedDr. Daniela Bezáková, PhD., Mgr. Lucia Budinská, PhD.

**Last change:** 20.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-322/22	<b>Course title:</b> Informatics (2)
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: The student can get 50% of points for work in seminars, another 25% for independent creative work and the remaining 25% for the elaboration of a paper. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- will gain practical experience with various topics of theoretical computer science, which he encounters during his studies</li> <li>- is able to discuss the presented IT problems and uses knowledge from other subjects to solve them</li> <li>- analyzes various approaches to solving the presented IT problems in terms of their usability and effectiveness (at an intuitive level)</li> <li>- is able to design their own solutions to these problems, or modifications of existing solutions, on the basis of various criteria</li> <li>- is able to evaluate the correctness of solutions and discuss their improvements</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- sorting</li> <li>- information theory</li> <li>- languages and grammars</li> <li>- algorithmic solvability of problems</li> <li>- finite automata</li> <li>- determinism and nondeterminism</li> <li>- more complex coding</li> <li>- encryption</li> <li>- problems from graph theory - paths, skeletons</li> <li>- problems from graph theory - coloring, coverage</li> </ul>	
<b>Recommended literature:</b>	

Sedem divov informatiky / Juraj Hromkovic; translation by Michal Winczer. Ruzomberok: Verbum, 2012  
 Algorithmic Puzzles / Anany Levitin, Maria Levitin. Oxford University Press Inc, 2011  
 Discrete and Combinatorial Mathematics: An Applied Introduction, 5th Editirion / Ralph P. Grimaldi. Pearson, 2003  
 Introduction to Automata Theory, Languages, and Computation / J. Hopcroft, et. al. Pearson, 2006  
 Tasks and methodologies at: <http://csunplugged.org/>  
 Task archive on the website: [www.prask.ksp.sk](http://www.prask.ksp.sk)  
 own electronic texts published on the website, resp. in the Moodle environment

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 46

A	B	C	D	E	FX
50,0	13,04	17,39	13,04	0,0	6,52

**Lecturers:** Mgr. Lucia Budinská, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

**Last change:** 20.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKDMFI/1-UIN-951/15	<b>Course title:</b> Informatics for Teachers
<b>Number of credits:</b> 2	
<b>Educational level:</b> I.	
<b>Learning outcomes:</b> State examination for the completion of a bachelor's degree in teacher education in combination with computer science.	
<b>Class syllabus:</b> Programming in a higher level programming language. PPE and its principles. Basic mathematical concepts and principles needed to solve problems in the practice of computer science teachers. Mathematical structures (graphs, formal languages and automata, fractals). Creation of an educational program for the subject of informatics at primary and secondary school. Data structures (list, stack, row, trees, lexicographic trees, graphs). Parallel processes. Solving tasks in school informatics at primary and secondary school in a programming language that is suitable for a given level of education.	
<b>State exam syllabus:</b> State examination for the completion of a bachelor's degree in teacher education in combination with informatics Informatics 1. Data types in the Scratch environment. 2. New (custom) blocks in the Scratch environment. 3. Using text files in the Scratch environment. 4. Multiple characters in a Scratch environment. 5. Keyboard and mouse events in the Scratch environment. 6. Advanced Scratch environment options, custom variables. 7. Working with the field. Associative fields. (Python) 8. Characteristics of object-oriented programming. Classes. Inheritance. (Python) 9. Characteristics and use of files. Text files and ways to work with them. (Python) 10. Working with graphic information. Working with the tkinter module. (Python) 11. Turtle graphics. Recursion. Working with the turtle module. (Python) 12. Dynamic data structures. 13. Representation of sets. 14. Finding information in tables 15. Sorting algorithms. Didactics of informatics 1. Teaching informatics at primary and secondary schools. Basic school documents. General and partial educational goals. Facts, concepts, generalizations. 2. Taxonomy of educational goals. Significance of taxonomies, levels of cognitive taxonomy (Bloom). 3. Preparation of a lesson for work with a spreadsheet editor at elementary school. 4. Preparation of a lesson on security in high school.	

5. Children's programming languages. Features of a programming language that is suitable for teaching programming to students at the 2nd level of elementary school. Comparison Karel, Scratch.
6. Digital technologies in teaching.
7. E-learning. Advantages and disadvantages of various forms of e-learning. Risks and pitfalls of e-learning.
8. Use of software in education.
9. Organizational forms.
10. Evaluation. Forms and functions of evaluation.
11. Didactic principles.

**Recommended literature:**

Literature recommended by individual subjects during the whole bachelor study.

**Languages necessary to complete the course:**

Slovak

**Last change:** 31.05.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-222/23	<b>Course title:</b> Intercultural Communicative Competence: Navigating Global Diversity
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Face-to-face lessons are twice a week, where active participation at discussions, debates, role-plazs and creative tasks such as creation of cultures is expected. Autonomous studying and creative video making (weekly assignments, writing of reflections, creating videos)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment of student performance during semester is 100 percent of the final grade. The conditions for passing the course are active participation in all seminars (missed classes only for a relevant reason). Home study consist of weekly given topics (texts, videos and quizzes) and weekly written assignments (all in Moodle course). Final part of the assessment a group work of creating a video on a chosen intercultural topic. Evaluation “failed” is given to a student who does not fulfil all mentioned criteria. Evaluation criteria: A – 93 až 100% B – 85 až 92% C – 77 až 84% D – 69 až 76% E – 60 až 68% Fx <60% Scale of assessment (preliminary/final): 100 percent continuous evaluation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students learn basic terminology and understand various definitions and concepts of culture. They can express the difference between awareness of own culture and awareness of other cultures, cultural relativism and ethnocentrism, cultural generalisations and stereotypes. Students can describe the relation between culture and language. Based on the knowledge on cultural diversity, they acquire intercultural awareness, can accept cultural differences, critically compare cultural aspects of different countries and can effectively use intercultural communicative competences in	

contact with representatives of different cultures. Students can use and be aware of the importance of intercultural communicative competence as an inevitable competence for English language professionals.

**Class syllabus:**

1. Culture, definitions of culture and concepts of culture
2. Cultural relativism and cultural ethnocentrism
3. Cultural awareness and intercultural awareness
4. Cultural generalisations and cultural stereotypes
5. Relation between languages and cultures
6. Communication and intercultural communication
7. Intercultural competences and intercultural communicative competences
8. Non-verbal communication as a part of intercultural communication
9. Developing intercultural competences in foreign language education
10. Ladder of inference
11. Culture shock
12. Models of intercultural competences
13. Do's and don'ts in different cultures

**Recommended literature:**

Reid, E. 2014. Intercultural aspects in teaching English at primary schools. Frankfurt am Main: Peter Lang.

Reid, E. 2013. Models of Intercultural Competences in Practice. International Journal of Language and Linguistics. Vol. 1, no. 2, p. 44-53.

Reid, E. 2015. Techniques Developing Intercultural Communicative Competences in English Language Lessons. Procedia - Social and Behavioral Sciences, Vol. 186, p. 939-943.

Byram, M. 2021. Teaching and Assessing Intercultural Communicative Competence Revisited. Bristol: Multilingual Matters.

Kramsch, C. 1998. Language and Culture, Oxford: OUP.

Deardorff, D. 2009. The SAGE Handbook of Intercultural Competence. Thousand Oaks: SAGE Publications.

**Languages necessary to complete the course:**

English - minimal level B2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
50,0	0,0	26,67	10,0	10,0	0,0	3,33

**Lecturers:** doc. Mgr. Eva Reid, PhD.

**Last change:** 19.06.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-222/23	<b>Course title:</b> Intercultural Communicative Competence: Navigating Global Diversity
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> Face-to-face lessons are twice a week, where active participation at discussions, debates, role-plazs and creative tasks such as creation of cultures is expected. Autonomous studying and creative video making (weekly assignments, writing of reflections, creating videos)	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment of student performance during semester is 100 percent of the final grade. The conditions for passing the course are active participation in all seminars (missed classes only for a relevant reason). Home study consist of weekly given topics (texts, videos and quizzes) and weekly written assignments (all in Moodle course). Final part of the assessment a group work of creating a video on a chosen intercultural topic. Evaluation “failed” is given to a student who does not fulfil all mentioned criteria. Evaluation criteria: A – 93 až 100% B – 85 až 92% C – 77 až 84% D – 69 až 76% E – 60 až 68% Fx <60% Scale of assessment (preliminary/final): 100 percent continuous evaluation. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students learn basic terminology and understand various definitions and concepts of culture. They can express the difference between awareness of own culture and awareness of other cultures, cultural relativism and ethnocentrism, cultural generalisations and stereotypes. Students can describe the relation between culture and language. Based on the knowledge on cultural diversity, they acquire intercultural awareness, can accept cultural differences, critically compare cultural aspects of different countries and can effectively use intercultural communicative competences in	

contact with representatives of different cultures. Students can use and be aware of the importance of intercultural communicative competence as an inevitable competence for English language professionals.

**Class syllabus:**

1. Culture, definitions of culture and concepts of culture
2. Cultural relativism and cultural ethnocentrism
3. Cultural awareness and intercultural awareness
4. Cultural generalisations and cultural stereotypes
5. Relation between languages and cultures
6. Communication and intercultural communication
7. Intercultural competences and intercultural communicative competences
8. Non-verbal communication as a part of intercultural communication
9. Developing intercultural competences in foreign language education
10. Ladder of inference
11. Culture shock
12. Models of intercultural competences
13. Do's and don'ts in different cultures

**Recommended literature:**

Reid, E. 2014. Intercultural aspects in teaching English at primary schools. Frankfurt am Main: Peter Lang.

Reid, E. 2013. Models of Intercultural Competences in Practice. International Journal of Language and Linguistics. Vol. 1, no. 2, p. 44-53.

Reid, E. 2015. Techniques Developing Intercultural Communicative Competences in English Language Lessons. Procedia - Social and Behavioral Sciences, Vol. 186, p. 939-943.

Byram, M. 2021. Teaching and Assessing Intercultural Communicative Competence Revisited. Bristol: Multilingual Matters.

Kramsch, C. 1998. Language and Culture, Oxford: OUP.

Deardorff, D. 2009. The SAGE Handbook of Intercultural Competence. Thousand Oaks: SAGE Publications.

**Languages necessary to complete the course:**

English - minimal level B2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
50,0	0,0	26,67	10,0	10,0	0,0	3,33

**Lecturers:** doc. Mgr. Eva Reid, PhD.

**Last change:** 19.06.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UXX-343/22	<b>Course title:</b> Interesting Extracurricular Activities
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim evaluation: Active participation; during the semester, students prepare a written semester work. Indicative rating scale A = (90, 100]%, B = (80, 90]%, C = (70, 80]%, D: (60, 70]%, E: (50, 60]%. Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> Student by completing the course: <ul style="list-style-type: none"> <li>- acquire basic knowledge about the specifics of leading hobby groups,</li> <li>- acquire basic knowledge of the specifics of working with different age groups and age-mixed groups,</li> <li>- will be able to actively apply selected methods of non-formal and informal learning,</li> <li>- will be able to develop interdisciplinary relationships.</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Formal, non-formal and informal learning.</li> <li>- Objectives of extracurricular activities - knowledge, skills, attitudes, relationships.</li> <li>- Situation analysis - condition analysis, environment analysis and needs analysis.</li> <li>- Organizational forms of extracurricular leisure activities.</li> <li>- Methods of work in the department of interest.</li> <li>- Examples of good practice.</li> </ul>	
<b>Recommended literature:</b> own electronic texts published on the website, resp. in the Moodle environment Pešek, T., Škrabský, T., Novosádová, M., Dočkalová, J. 2019. The syllabary of non-formal education in youth work, Bratislava, YouthWatch, ISBN 978-80-973031-2-9	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Viera Haverlíková, PhD.					
<b>Last change:</b> 22.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-213/15	<b>Course title:</b> Introduction into Canadian Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: - 20% active participation (regular contributions to class discussions about the analyzed literary texts) - 40% oral presentation analyzing a selected literary text - 40% written paper Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students shall have acquired knowledge of texts, authors, theoretical problems, and developmental trends in Canadian literature from its beginnings to the 21st century. They will be familiar with key Canadian literary texts and understand the historical and cultural context of the development of Canadian literature. They will be able to present their interpretation of a literary text both in a written and oral form.	
<b>Class syllabus:</b> 1. Pre-contact indigenous literature 2. First contact literature: travel narratives, journals... 3. Pre-Confederation literature: immigrants and first settlers 4. Post-Confederation literature: a new nation 5. Literature at the turn of the 19th and 20th century: Canada in the world 6. Lucy Maud Montgomery 7. Canadian modernism and innovations 8. The rise of Canadian nationalism and literature in 1960-1985	

<p>9. Margaret Atwood as a Canadian icon  10. The local, national, and global in contemporary Canadian literature (1985-today)  11. Canadian ethnic literature  12. Is Canadian literature postcolonial?</p>						
<p><b>Recommended literature:</b>  BROWN, Russell and Donna BENNETT, eds. An Anthology of Canadian Literature in English. Volume I. Toronto: Oxford University Press, 1982. ISBN 0-19-540311-8.  BROWN, Russell and Donna BENNETT, eds. An Anthology of Canadian Literature in English. Volume II. Toronto: Oxford University Press, 1983. ISBN 0-19-540394-0.  NEW, William Herbert. A History of Canadian Literature. Montreal: McGill-Queen's University Press, 2003. ISBN 0-7735-2597-1.  NISCHIK, Reingard M., ed. History of Literature in Canada: English-Canadian and French-Canadian, Rochester: Camden House, 2008. ISBN 978-1-57113-359-5.</p>						
<p><b>Languages necessary to complete the course:</b>  B2 CEFR level English is a prerequisite for participation in this course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 106</p>						
A	ABS	B	C	D	E	FX
32,08	0,0	30,19	16,98	4,72	3,77	12,26
<p><b>Lecturers:</b> Mgr. Lucia Grauzľová, PhD.</p>						
<p><b>Last change:</b> 13.02.2023</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-213/15	<b>Course title:</b> Introduction into Canadian Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: - 20% active participation (regular contributions to class discussions about the analyzed literary texts) - 40% oral presentation analyzing a selected literary text - 40% written paper Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students shall have acquired knowledge of texts, authors, theoretical problems, and developmental trends in Canadian literature from its beginnings to the 21st century. They will be familiar with key Canadian literary texts and understand the historical and cultural context of the development of Canadian literature. They will be able to present their interpretation of a literary text both in a written and oral form.	
<b>Class syllabus:</b> 1. Pre-contact indigenous literature 2. First contact literature: travel narratives, journals... 3. Pre-Confederation literature: immigrants and first settlers 4. Post-Confederation literature: a new nation 5. Literature at the turn of the 19th and 20th century: Canada in the world 6. Lucy Maud Montgomery 7. Canadian modernism and innovations 8. The rise of Canadian nationalism and literature in 1960-1985	

<p>9. Margaret Atwood as a Canadian icon  10. The local, national, and global in contemporary Canadian literature (1985-today)  11. Canadian ethnic literature  12. Is Canadian literature postcolonial?</p>						
<p><b>Recommended literature:</b>  BROWN, Russell and Donna BENNETT, eds. An Anthology of Canadian Literature in English. Volume I. Toronto: Oxford University Press, 1982. ISBN 0-19-540311-8.  BROWN, Russell and Donna BENNETT, eds. An Anthology of Canadian Literature in English. Volume II. Toronto: Oxford University Press, 1983. ISBN 0-19-540394-0.  NEW, William Herbert. A History of Canadian Literature. Montreal: McGill-Queen's University Press, 2003. ISBN 0-7735-2597-1.  NISCHIK, Reingard M., ed. History of Literature in Canada: English-Canadian and French-Canadian, Rochester: Camden House, 2008. ISBN 978-1-57113-359-5.</p>						
<p><b>Languages necessary to complete the course:</b>  B2 CEFR level English is a prerequisite for participation in this course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 106</p>						
A	ABS	B	C	D	E	FX
32,08	0,0	30,19	16,98	4,72	3,77	12,26
<p><b>Lecturers:</b> Mgr. Lucia Grauzľová, PhD.</p>						
<p><b>Last change:</b> 13.02.2023</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-117/20	<b>Course title:</b> Introduction into English for Academic Purposes
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-117/15	
<b>Course requirements:</b> Continuous assessment: - 20 % active participation - 25 % oral presentation - 25 % final text - 30 % short written assignments Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or a disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon a successful completion of the course, students will have knowledge and skills necessary for reading and comprehending academic texts, listening to academic presentations and lectures, writing academic assignments, actively participating in discussions, and preparing and giving an oral presentation. They will also have better note-taking and research skills.	
<b>Class syllabus:</b> 1. Reading comprehension of academic texts 2. Listening comprehension of academic lectures and presentations 3. Writing short academic assignments 4. Development of academic vocabulary 5. Preparing and rehearsing an oral presentation on an academic topic	
<b>Recommended literature:</b>	

<p>DE CHAZAL, Edward and Julie MOORE. Oxford EAP. A Course in English for Academic Purposes. Advanced/C1. Oxford: Oxford University Press, 2013. ISBN 978-0-19-400179-3.  MCCARTHY, Michael and Felicity MCCARTHY. Academic Vocabulary in Use. Cambridge: Cambridge University Press, 2008. ISBN 978-0-521-68939-7.  WALLACE, Michael J. Study Skills in English: A Course in Reading skills for Academic Purposes. Cambridge: Cambridge University Press, 2004. ISBN 0-521-53385-6.  Additional materials might be used.</p>						
<p><b>Languages necessary to complete the course:</b>  B2 CEFR level English is a prerequisite for participation in this course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 56</p>						
A	ABS	B	C	D	E	FX
30,36	0,0	32,14	14,29	8,93	3,57	10,71
<p><b>Lecturers:</b> Mgr. Lucia Grauzľová, PhD.</p>						
<p><b>Last change:</b> 04.04.2022</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-01/18	<b>Course title:</b> Introduction into the Study of English
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 13 / 13 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-01/15	
<b>Course requirements:</b> During the semester: students attend lectures In the examination period: final written test Date of the final test will be announced during the last week of the semester Marking scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Minimum for passing the test is 60%. Unexcused absences allowed: 2 Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> The course introduces students to basic terminology and concepts in the study of the English language. Students learn and understand the principles of language study from the diachronic and synchronic viewpoint. They get the basic knowledge of all language levels and their units. They learn about the evolution of the English language and are aware of major linguistic changes that happened on all levels of the language throughout history.	
<b>Class syllabus:</b> Linguistics and its place among other philological disciplines General linguistics, terminology and categories Language as a communication system. Basic functions and features of communication Language levels, basic units Morphological typology of languages Historical development of English (Old English, Middle English, Modern) Linguistic features of Modern English Geographical and sociolinguistic varieties of English	
<b>Recommended literature:</b> CRYSTAL, David. Linguistics. Harmondsworth: Penguin Books, 1990. ISBN	

0-14-013531-6.

CRYSTAL, David. The Cambridge Encyclopedia of the English Language. Cambridge: Cambridge University Press, 1995. ISBN 0-521-40179-8.

KIRKPATRICK, Andy. World Englishes: Implications for international Communication and English Language Teaching. Cambridge: Cambridge University Press, 2007. ISBN 978-0-521-61687-4.

LANČARIČ, Daniel. Linguistics for English Language Students. Bratislava: Z-F Lingua, 2008. ISBN 978-80-89328-14-7.

LYONS, John. Language and Linguistics. Cambridge: Cambridge University Press, 1981. ISBN 0-521-29775-3.

**Languages necessary to complete the course:**

Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 555

A	ABS	B	C	D	E	FX
14,41	0,0	17,66	20,36	17,48	17,3	12,79

**Lecturers:** PhDr. Beáta Borošová, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-202/22	<b>Course title:</b> Introduction into the Study of Literature
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-202/18	
<b>Course requirements:</b> 30 % active participation in seminars, home preparation: reading of analysed works 15% oral presentation 15 % continuous written test 40 % final written assignment: analysis and interpretation of two selected literary works Minimum Required Level: 60 percent Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum 2 absences allowed. Students must submit valid proof of absence. The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee. Scale of assessment (preliminary/final): 100/0 continuous assessment	
<b>Learning outcomes:</b> By the end of the course students will be able to: <ul style="list-style-type: none"> <li>- think critically about literature, representation, and denoted and connoted meanings in written texts</li> <li>- understand the conventions of the basic forms of literature: poetry, fiction, and/or drama</li> <li>- identify and analyze such elements of literature as imagery, diction, figurative language, symbolism, point of view, setting, tone, and theme</li> <li>- form individual interpretations of literature and evaluate these for validity</li> <li>- clearly and logically synthesize and articulate individual positions on issues presented in literature to others in both written and oral forms</li> <li>- become, through the practice of reading and writing, textually literate</li> </ul>	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Composition of poetry, fiction, and drama</li> <li>2. Genres</li> <li>3. Depiction of reality and its reflection in literature, interpretation of a literary text, the influence of a literary and historical context on authors' work</li> <li>4. Language and style, figures and tropes</li> </ol>	

5. Sample analyses of short literary genres
6. Principles of academic writing about literature
7. Literature in ELT classroom

**Recommended literature:**

- BALDICK, Chris. The Concise Oxford Dictionary of Literary Terms. New York: Oxford University Press, 2004. ISBN 0-19-860883-7.
- BENNET, Andrew and Royle, Nicolas. An Introduction to Literature, Criticism, and Theory. London: Routledge, 2014. ISBN 978-1-4058-5914-1.
- BLAKE, Jason. Writing Short Literature Essays: A Guide for s for Slovenian Students. Ljubljana: The University of Ljubljana, 2010. ISBN 978-961-245-898-0.
- CUDDON, J.A. The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin, 1999. ISBN 0-140-51363-9.
- EAGLETON, Terry. Literary Theory. An Introduction. Malden: Blackwell.,2008. ISBN 978-14051-7921-8.
- FRANKO, Štefan. Theory of Anglophonic Literature. Prešov: Slovacontact. 1994 ISBN: 8090141722.
- LENTRICCHIA, Frank and McLaughlin, Thomas ed. by. Critical Terms for Literary Study. Chicago & London: The University of Chicago Press. 1995. ISBN-13: 978-0226472034.
- WELLEK, René and WARREN, Austin. Theory of Literature. Harmondsworth: Penguin Books. 1963. ISBN: 0-14-060027-2.

**Languages necessary to complete the course:**

The participation in the course assumes students can speak the level of English (at least B2) according to the CEFR.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 542

A	ABS	B	C	D	E	FX
45,94	0,0	27,12	13,1	4,24	4,06	5,54

**Lecturers:** doc. Mgr. Ivan Lacko, PhD., doc. Mgr. Alena Smiešková, PhD.

**Last change:** 07.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-301/22	<b>Course title:</b> Introduction to ELT Methodology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-301/15	
<b>Course requirements:</b> 10% Active participation in and preparedness for class discussions 15% Oral presentation of an ELT method or approach 50% Weekly readings & writing reactions 25% Final exam Both the presentation and at least six (6) of the weekly written reading reactions must be completed in order to take the final exam. Academic misconduct (e.g., plagiarism, cheating, etc.) will not be tolerated and will result in an F on the assignment in question. If it happens more than once, the student will be referred for formal disciplinary action by the faculty. Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. Unexcused absences allowed: 2 A detailed course syllabus with assignment deadlines and instructions is provided to enrolled students the first week of the semester. Scale of assessment (preliminary/final): Assessment is comprised of coursework and a final exam: 75%/25%	
<b>Learning outcomes:</b> After successful completion of this course, a student will be able to do the following: 1. Discuss and reflect on their own beliefs about and experiences with language, language learning, and language teaching	

2. Explain in general how various views of language (i.e., structural, functional, and notional) and learning (i.e., behaviourist, cognitivist, and social constructivist perspectives) influence language teaching and how they are reflected in various materials and activities
3. Provide examples of techniques and activities used in various methods and approaches, and discuss their relevance to current English as a foreign language classroom conditions
4. Explain what influences language learners in their learning (e.g., learning strategies, motivation, age, level, etc.) and why that is so
5. Prepare and organise basic lesson plans with a clear and effective aim based on the type of target learner (e.g., lower or upper secondary, large or small class, language level, etc.) while applying the principles of second language acquisition

**Class syllabus:**

1. English language teaching methods and approaches since 1800
2. Foundational principles and theories in English language teaching
3. An introduction to second language acquisition and communicative language teaching
4. An introduction to the Common European Framework of Reference for Languages
5. The context: English language teaching in the world today
6. The language teacher: their role(s) and place in language teaching; characteristics and skills of an effective language teacher
7. The language learner (and learning): how they differ based on age and reason for learning English (subject at school vs English for special purposes); positive and negative influences on learning; motivation
8. The language: its role(s) and place in today's world (language awareness); linguistic vs communicative competence
9. The lesson plan: the aim, strategies, and implementation
10. Teaching skills: traditional (i.e., reading, writing, listening, and speaking) and untraditional (e.g., viewing, interpersonal, digital and media literacy, etc.)
11. Teaching grammar and vocabulary

**Recommended literature:**

Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion Volume [online]. Council of Europe Publishing: Strasbourg, 2020. ISBN 978-92-871-8621-8 Dostupné na: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

HOLDEN, Susan and Vinicius NOBRE. Teaching English Today: Contexts and Objectives. Callender: Scotland, 2019. ISBN 978-1-901760-13-2.

Odporúčaná literatúra:

HARMER, Jeremy. The Practice of English Language Teaching. Harlow: Pearson Education, 2015. ISBN 1447980255.

NUNAN, David and Ronald CARTER. Cambridge Guide to Teaching Speakers of Other Languages. Cambridge: Cambridge University Press, 2001. ISBN 9780511667206

TANDLICOVÁ, Eva. Didaktika anglického jazyka. Bratislava: UK Bratislava, 2001. ISBN 80-223-1611-3

THORNBURY, Scott. 30 Language Teaching Methods. Cambridge: Cambridge University Press. 2017. ISBN 9781108408462

**Languages necessary to complete the course:**

English (a minimum proficiency of B2+ [CEFR] is required)

**Notes:**

The course meets for three hours a week.

<b>Past grade distribution</b>						
Total number of evaluated students: 388						
A	ABS	B	C	D	E	FX
26,29	0,0	39,95	20,62	7,99	2,32	2,84
<b>Lecturers:</b> M. A. Linda Steyne, PhD., doc. Mgr. Eva Reid, PhD.						
<b>Last change:</b> 08.04.2022						
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UIN-524/22	<b>Course title:</b> Introduction to Information Security
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FMFI.KDMFI/1-UIN-141/22 - Programming (2)	
<b>Course requirements:</b> Continuous assessment: The student can get 80% points for active participation in seminars and problem solving. Exam: A student can get 20% of points for completing a written test. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 80/20	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- acquire terminology in the field of IB</li> <li>- can identify and describe security vulnerabilities and risks</li> <li>- manages to imitate a fictitious attacker and demonstrate a simple attack</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Basic terminology on IB</li> <li>- Information security vs. privacy protection</li> <li>- Methods of social engineering</li> <li>- Basics of computer networks</li> <li>- Network attacks</li> <li>- Symmetric and asymmetric cryptography</li> <li>- Certificates</li> <li>- Passwords and hashing</li> <li>- Code vulnerabilities</li> <li>- Protective mechanisms</li> </ul>	
<b>Recommended literature:</b> Zeman, M., Oster, J., Blšák, M., Chromek D .: Textbook of information security for secondary vocational schools and grammar schools Tomková, J., Kubovič, O., Kučera, P., Daubner, J .: Handbook on digital security for primary and secondary school teachers own electronic texts published on the website, resp. in the Moodle environment	

<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 39					
A	B	C	D	E	FX
48,72	28,21	15,38	5,13	2,56	0,0
<b>Lecturers:</b> prof. RNDr. Ivan Kalaš, PhD., Mgr. Tomáš Kubla					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-216/23	<b>Course title:</b> Introduction to Irish Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim Evaluation - 20% active participation in seminars - 20% presentation during class Final Evaluation: - 60% seminar work Grading Scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (failed, no credits awarded) < 60%. Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings. Scale of assessment (preliminary/final): 40/60 (%)	
<b>Learning outcomes:</b> Student who completes the course will be familiar with selected works of Irish literature and filmography and their artistic context. They will be able to place the works within a broader historical context and critically analyze them. They will possess literary-critical skills, strengthened through detailed analysis of texts in class, and will be capable of using interpretive skills and critical thinking in the realm of Irish studies. The student will be able to identify the fundamental cultural and historical context of Irish culture and apply this knowledge with insight and a critical perspective on the current situation in the EU, Great Britain, and the USA.	
<b>Class syllabus:</b> The aim of the course is to familiarize students with the basic framework of Irish literature and culture of the 20th and 21st centuries. Selected literary works represent key movements in Irish literature and culture. The reading and analysis of the texts and films is complemented by the	

historical and social contexts of Ireland, Great Britain, the EU, and the USA. A “close reading” approach will be the point of departure for the discussion of selected texts and films. Based on their analyses, students present their insights and develop their artistic-critical and presentation skills. One of the course’s content aspects is a critical perspective on the reception of Irish literature in the Slovak (Czech) translation environment.

1. Introduction to the study of Irish literature and film.
2. Ireland in the Sixties. "What do you do with your revolution once you've got it?" The Rocky Road to Dublin (1967), directed by Peter Lennon, cinematography by Raoul Coutard.
3. "History is a Nightmare from which I am trying to Awake." Literary, Historical, and Cultural Context of J. Joyce's Ulysses. 100 Years of James Joyce's Ulysses (2022), directed by Ruán Magan.
4. Reading Joyce's Dublin in Dubliners (1914).
5. Ireland and Hollywood. The Image of Ireland Abroad. The Quiet Man (1952), directed by John Ford.
6. Reading Irish poetry. Yeats, and after Yeats. Poetry as an Agency of Change in a Conservative Cultural Climate. W.B. Yeats, Seamus Heaney, Sinéad Morrissey.
7. Irish Drama in Historical and Cultural Context. Playwrights: Samuel Beckett, G.B. Shaw, Oscar Wilde, J.M. Synge.
8. Struggle for Independence. Tradition of Hunger Strikes in Ireland and Northern Ireland. Hunger (2008), directed by Steve McQueen.
9. Reading Social and Cultural situation in Ireland in Contemporary Irish Fiction: Jan Carson, Claire Keegan, Sally Rooney, Colm Tóibín.
10. Growing up in Ireland: The Quiet Girl (2022), directed by Colin Baird.

**Recommended literature:**

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.

JOYCE, James. Dubliners. London: Penguin, 2012. ISBN 9780141199627.

O'CONNOR, Frank. Classic Irish short stories. Oxford: Oxford University Press, 1985. ISBN 9780192819185.

WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.

Additional literature will be introduced to students during the course.

**Languages necessary to complete the course:**

Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

**Last change:** 09.10.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-216/23	<b>Course title:</b> Introduction to Irish Studies
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim Evaluation - 20% active participation in seminars - 20% presentation during class Final Evaluation: - 60% seminar work Grading Scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (failed, no credits awarded) < 60%. Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings. Scale of assessment (preliminary/final): 40/60 (%)	
<b>Learning outcomes:</b> Student who completes the course will be familiar with selected works of Irish literature and filmography and their artistic context. They will be able to place the works within a broader historical context and critically analyze them. They will possess literary-critical skills, strengthened through detailed analysis of texts in class, and will be capable of using interpretive skills and critical thinking in the realm of Irish studies. The student will be able to identify the fundamental cultural and historical context of Irish culture and apply this knowledge with insight and a critical perspective on the current situation in the EU, Great Britain, and the USA.	
<b>Class syllabus:</b> The aim of the course is to familiarize students with the basic framework of Irish literature and culture of the 20th and 21st centuries. Selected literary works represent key movements in Irish literature and culture. The reading and analysis of the texts and films is complemented by the	

historical and social contexts of Ireland, Great Britain, the EU, and the USA. A “close reading” approach will be the point of departure for the discussion of selected texts and films. Based on their analyses, students present their insights and develop their artistic-critical and presentation skills. One of the course’s content aspects is a critical perspective on the reception of Irish literature in the Slovak (Czech) translation environment.

1. Introduction to the study of Irish literature and film.
2. Ireland in the Sixties. "What do you do with your revolution once you've got it?" The Rocky Road to Dublin (1967), directed by Peter Lennon, cinematography by Raoul Coutard.
3. "History is a Nightmare from which I am trying to Awake." Literary, Historical, and Cultural Context of J. Joyce's Ulysses. 100 Years of James Joyce's Ulysses (2022), directed by Ruán Magan.
4. Reading Joyce's Dublin in Dubliners (1914).
5. Ireland and Hollywood. The Image of Ireland Abroad. The Quiet Man (1952), directed by John Ford.
6. Reading Irish poetry. Yeats, and after Yeats. Poetry as an Agency of Change in a Conservative Cultural Climate. W.B. Yeats, Seamus Heaney, Sinéad Morrissey.
7. Irish Drama in Historical and Cultural Context. Playwrights: Samuel Beckett, G.B. Shaw, Oscar Wilde, J.M. Synge.
8. Struggle for Independence. Tradition of Hunger Strikes in Ireland and Northern Ireland. Hunger (2008), directed by Steve McQueen.
9. Reading Social and Cultural situation in Ireland in Contemporary Irish Fiction: Jan Carson, Claire Keegan, Sally Rooney, Colm Tóibín.
10. Growing up in Ireland: The Quiet Girl (2022), directed by Colin Baird.

**Recommended literature:**

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.

JOYCE, James. Dubliners. London: Penguin, 2012. ISBN 9780141199627.

O'CONNOR, Frank. Classic Irish short stories. Oxford: Oxford University Press, 1985. ISBN 9780192819185.

WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.

Additional literature will be introduced to students during the course.

**Languages necessary to complete the course:**

Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 1

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

**Lecturers:** James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

**Last change:** 09.10.2023

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-229/24	<b>Course title:</b> Introduction to Irish Studies 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course Requirements: Each student will make an in-class presentation in English on a selected aspect of Irish culture. Students may choose a topic or theme discussed in class, or may choose another topic related to Irish Studies. The topic chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 60 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 60%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time. Grading Scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (failed, no credits awarded) < 60%. Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings. Scale of assessment (preliminary/final): 40/ 60 %	
<b>Learning outcomes:</b> The student is able: 1: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as intercommunal relations on the islands of Britain and Ireland. 2. To define and describe significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).	

4. To critically analyse arguments, statements, documents, and other materials related to a thematic, survey study of Ireland..
5. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

**Class syllabus:**

Week 1: General, introductory geographical and political on Ireland.

Week 2: Gaelic Games - Myth and Legend.

Week 3: Amhránaíocht ar an Sean Nós (Sean Nós Singing).

Week 4: The Irish cultural roots of Halloween (Oíche Shamhna).

Week 5: Minority Languages

Week 6: Communal historical memory and identity. The Fields of Athenry and memories of the Great Irish Famine in Irish identity.

Week 7: Comedy and history – The cultural zeitgeist and societal change (Father Ted).

Week 8: Religion in Ireland.

Week 9: Comedy and history – The cultural zeitgeist and societal change (Derry Girls).

Week 10: The Northern Ireland Troubles I: Historical Background.

Week 11: The Northern Ireland Troubles: Northern Ireland today.

Week 12: In-class assessment.

**Recommended literature:**

Crowley, J., Smyth, W.J. & Murphy, M. 2012, Atlas of the Great Irish Famine, 1845-52, Cork University Press, Cork.

Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.

Girvin, B. 2002, From union to union: nationalism, democracy and religion in Ireland-- Act of union to EU, Gill & Macmillan, Dublin.

Hanley, B. 2018, The impact of the Troubles on the Republic of Ireland, 1968–79: boiling volcano? Manchester University Press, Manchester, UK.

Hast, D. E. & Scott, S. (Stanley A. (2004) Music in Ireland#: experiencing music, expressing culture. New York: Oxford University Press.

McAnallen, D, Hassan, D, & Hegarty, R (eds) 2009, The Evolution of the GAA : Ulaidh, Éire agus Eile, Ulster Historical Foundation, Belfast. Available from: ProQuest Ebook Central. [23 January 2024].

Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Smith, T. (2012) Ancestral imprints: histories of Irish traditional music and dance. Cork: Cork University Press.

Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).

Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

**Languages necessary to complete the course:**

Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

<b>Notes:</b>						
<b>Past grade distribution</b>						
Total number of evaluated students: 98						
A	ABS	B	C	D	E	FX
36,73	0,0	44,9	14,29	1,02	0,0	3,06
<b>Lecturers:</b> James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.						
<b>Last change:</b> 28.05.2024						
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-229/24	<b>Course title:</b> Introduction to Irish Studies 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course Requirements: Each student will make an in-class presentation in English on a selected aspect of Irish culture. Students may choose a topic or theme discussed in class, or may choose another topic related to Irish Studies. The topic chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 60 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 60%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time. Grading Scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (failed, no credits awarded) < 60%. Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings. Scale of assessment (preliminary/final): 40/ 60 %	
<b>Learning outcomes:</b> The student is able: 1: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as intercommunal relations on the islands of Britain and Ireland. 2. To define and describe significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues. 3. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).	

4. To critically analyse arguments, statements, documents, and other materials related to a thematic, survey study of Ireland..
5. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

**Class syllabus:**

Week 1: General, introductory geographical and political on Ireland.

Week 2: Gaelic Games - Myth and Legend.

Week 3: Amhránaíocht ar an Sean Nós (Sean Nós Singing).

Week 4: The Irish cultural roots of Halloween (Oíche Shamhna).

Week 5: Minority Languages

Week 6: Communal historical memory and identity. The Fields of Athenry and memories of the Great Irish Famine in Irish identity.

Week 7: Comedy and history – The cultural zeitgeist and societal change (Father Ted).

Week 8: Religion in Ireland.

Week 9: Comedy and history – The cultural zeitgeist and societal change (Derry Girls).

Week 10: The Northern Ireland Troubles I: Historical Background.

Week 11: The Northern Ireland Troubles: Northern Ireland today.

Week 12: In-class assessment.

**Recommended literature:**

Crowley, J., Smyth, W.J. & Murphy, M. 2012, Atlas of the Great Irish Famine, 1845-52, Cork University Press, Cork.

Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.

Girvin, B. 2002, From union to union: nationalism, democracy and religion in Ireland-- Act of union to EU, Gill & Macmillan, Dublin.

Hanley, B. 2018, The impact of the Troubles on the Republic of Ireland, 1968–79: boiling volcano? Manchester University Press, Manchester, UK.

Hast, D. E. & Scott, S. (Stanley A. (2004) Music in Ireland#: experiencing music, expressing culture. New York: Oxford University Press.

McAnallen, D, Hassan, D, & Hegarty, R (eds) 2009, The Evolution of the GAA : Ulaidh, Éire agus Eile, Ulster Historical Foundation, Belfast. Available from: ProQuest Ebook Central. [23 January 2024].

Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.

SLATINSKÁ, A. 2014. Irish language as a part of cultural identity of the Irish. In European journal of social and human sciences. - Banská Bystrica : Univerzita Mateja Bela v Banskej Bystrici, Filozofická fakulta, 2014. - ISSN 1339-6773. - Vol. 3, no. 3 (2014), pp.151-155.

Smith, T. (2012) Ancestral imprints: histories of Irish traditional music and dance. Cork: Cork University Press.

Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).

Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

**Languages necessary to complete the course:**

Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 98						
A	ABS	B	C	D	E	FX
36,73	0,0	44,9	14,29	1,02	0,0	3,06
<b>Lecturers:</b> James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.						
<b>Last change:</b> 28.05.2024						
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-230/24	<b>Course title:</b> Introduction to Irish Studies 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Each student will make an in-class presentation in English discussing their research into similarities and/or differences between Ireland and their own country in reference to a chosen theme covered during the course. The subject chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 65%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time. <b>Grading Scale:</b> A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (failed, no credits awarded) < 60%. Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings. Scale of assessment (preliminary/final): 40 / 60	
<b>Learning outcomes:</b> The student is able: 1: To research, compare, and contrast cultures, history, and identities in order to assist in broader understanding of national and international dynamics. 2: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as relations on the islands of Britain and Ireland. 3. To define, describe, and contrast significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues with similar issues in a different national context.	

4. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).
5. To critically analyse arguments, statements, documents, and other materials related to a thematic study of national identities and cultures.
6. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

**Class syllabus:**

Week 1: Introduction to course and St. Brigid's Day.  
 Week 2: Politics of Ireland.  
 Week 3: St Patrick's Day and Seachtain na Gaeilge.  
 Week 4: Religion in Ireland II.  
 Week 5: The Irish Travellers – A Minority Ethnicity  
 Week 6: Irish Literature in the English Language I.  
 Week 7: Irish Literature in the English Language II.  
 Week 8: Ireland in the European Union.  
 Week 9: The 1916 Rising.  
 Week 10: Irish Nationalism and the War of Independence.  
 Week 11: Immigrant communities in Ireland.  
 Week 12: In-class assessment.

**Recommended literature:**

Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.  
 Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).  
 Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461. DE PAOR. 1988.  
 BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02. BILOVESKÝ, V. 2013.  
 Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.  
 Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

**Languages necessary to complete the course:**

Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
52,38	0,0	28,57	19,05	0,0	0,0	0,0

**Lecturers:** James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

**Last change:** 28.05.2024

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-230/24	<b>Course title:</b> Introduction to Irish Studies 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Each student will make an in-class presentation in English discussing their research into similarities and/or differences between Ireland and their own country in reference to a chosen theme covered during the course. The subject chosen must further students' understanding of Ireland's history, culture, politics, or literature in some way. The presentation topic should be discussed with the course instructor in advance. Credits will be assigned to the student who acquires a minimal 65 out of 100 points for the fulfilment of the given conditions. Credits will not be assigned to the student who will fail to submit the seminar work during semester or gaining less than the pass grade of 65%. The student has the right to modify the seminar work if it is considered inadequate and/or present a second time. <b>Grading Scale:</b> A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (failed, no credits awarded) < 60%. Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings. Scale of assessment (preliminary/final): 40 / 60	
<b>Learning outcomes:</b> The student is able: 1: To research, compare, and contrast cultures, history, and identities in order to assist in broader understanding of national and international dynamics. 2: To analyse discrete topics covered in the course and how these can be interpreted in order to better understand Irish society today, as well as relations on the islands of Britain and Ireland. 3. To define, describe, and contrast significant factual information about Ireland, Irish history and cultural identity, as well as governmental systems and social issues with similar issues in a different national context.	

4. To apply the acquired facts in different situational contexts (dialogues, presentations, discussions).
5. To critically analyse arguments, statements, documents, and other materials related to a thematic study of national identities and cultures.
6. To elaborate a seminar project on the selected topic on the basis of acquired knowledge and independent research in the given subject.

**Class syllabus:**

Week 1: Introduction to course and St. Brigid's Day.  
 Week 2: Politics of Ireland.  
 Week 3: St Patrick's Day and Seachtain na Gaeilge.  
 Week 4: Religion in Ireland II.  
 Week 5: The Irish Travellers – A Minority Ethnicity  
 Week 6: Irish Literature in the English Language I.  
 Week 7: Irish Literature in the English Language II.  
 Week 8: Ireland in the European Union.  
 Week 9: The 1916 Rising.  
 Week 10: Irish Nationalism and the War of Independence.  
 Week 11: Immigrant communities in Ireland.  
 Week 12: In-class assessment.

**Recommended literature:**

Darby, P. (2009) Gaelic games, nationalism and the Irish diaspora in the United States. Dublin: University College Dublin Press.  
 Thacker, V. 2018, Adapting Voices: The Musical Lifeworld of Sean-nós Singing in Carna, Ireland, University of Toronto (Canada).  
 Does Integrating Europe Need Polylingualism and Multiculturalism? In: European Researcher. Vol. 42, no. 2-3, s. 455-461. DE PAOR. 1988.  
 BILOVESKÝ, V. 2012. Globalizácia ako negatívum rozvoja. In: Studia russico-slovaca 1. Ružomberok : UC Rosenbergensis. s. 119 – 122. ISBN 978-8080-8497-02. BILOVESKÝ, V. 2013.  
 Raising Children to be Bilingual in the Gaeltacht: Language Preference and Practice. In: International Journal of Bilingual Education and Bilingualism. 2008. vol. 10, no. 4, s. 510-528. ISSN 1367-0050.  
 Walsh, M. 2022, Fintan O' Toole, We Don't Know Ourselves: A Personal History of Ireland Since 1958: London: Head of Zeus, 616 pp., ISBN: 978-1784978297, Springer US, New York.

**Languages necessary to complete the course:**

Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).

**Notes:**

**Past grade distribution**

Total number of evaluated students: 21

A	ABS	B	C	D	E	FX
52,38	0,0	28,57	19,05	0,0	0,0	0,0

**Lecturers:** James O'Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

**Last change:** 28.05.2024

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UIN-423/22	<b>Course title:</b> Introduction to Solving Computer Science Problems
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 4 per level/semester: 52</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FMFI.KDMFI/1-UIN-322/22 - Informatics (2)	
<b>Course requirements:</b> Continuous assessment: The student can get 30% of points for work in seminars, 20% of points for independent creative work. He can get 50% of points for solving homework. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- gain practical experience with programming solutions to more complex IT tasks</li> <li>- is able to discuss different approaches to solving the presented IT problems</li> <li>- analyzes various approaches to solving the presented IT problems, considers marginal cases</li> <li>- is able to identify what methods to use to solve specific tasks and design and program their own solution</li> <li>- can evaluate the correctness of solutions, their algorithmic complexity and efficiency</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- naive approaches to problem solving</li> <li>- greedy algorithms</li> <li>- programming solution of logic problems</li> <li>- Divide and rule</li> <li>- dynamic programming</li> <li>- recursion</li> <li>- backtracking</li> <li>- state space search</li> <li>- hashing</li> <li>- optimization of algorithms</li> </ul>	
<b>Recommended literature:</b> Algorithmic Puzzles / Anany Levitin, Maria Levitin. Oxford University Press Inc, 2011 Task archive on the website: <a href="http://www.prask.ksp.sk">www.prask.ksp.sk</a> Task archive on the website: <a href="http://www.ksp.sk">www.ksp.sk</a>	

own electronic texts published on the website, resp. in the Moodle environment					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 30					
A	B	C	D	E	FX
46,67	33,33	16,67	3,33	0,0	0,0
<b>Lecturers:</b> PaedDr. Daniela Bezáková, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UIN-355/22	<b>Course title:</b> Introduction to Web Documents Formation
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FMFI.KDMFI/1-UIN-141/22 - Programming (2)	
<b>Antirequisites:</b> FMFI.KDMFI/1-AIN-112/15	
<b>Course requirements:</b> Continuous assessment: tasks (90%), project (10%) Exam: practical Indicative assessment scale: A 90%, B 80%, C 70%, D 65%, E 60% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students will be able to create a correct website (in HTML) with the correct structure and properly formatted content. The design will be solved using CSS, while it will be adapted to different devices. The site will meet the basic conditions of accessibility for people with special needs.	
<b>Class syllabus:</b> - HTML - structuring of the document, elements for content formatting, basic elements of the page, including multimedia objects, checking the correctness of the code, tables, forms and their appropriate structuring. - Cascading Style Sheets (CSS) - properties and their values, selectors, pseudo-classes, properties for formatting fonts and text, tables and other objects, colors, backgrounds, lengths, units, box model, object placement, visual document formatting, styles for various devices , Media Queries, additional CSS options with respect to current versions. - Basic information about website accessibility.	
<b>Recommended literature:</b> Elizabeth Castro: HTML5 & CSS3 Visual Quickstart Guide, Computer Press, 2012, ISBN 9788025137338 Marek Laurenčík: Web Design in HTML and CSS, Grada, 2019, ISBN 9788027122417 Daniela Bezáková et al .: Data Creation and Presentation, Bratislava: Center for Scientific and Technical Information of the Slovak Republic, 2020 ISBN 978-80-89965-67-0 own electronic texts published on the website, resp. in the Moodle environment	

<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 107					
A	B	C	D	E	FX
45,79	17,76	13,08	2,8	12,15	8,41
<b>Lecturers:</b> doc. RNDr. Ľudmila Jašková, PhD., PaedDr. Mgr. Natália Kováčová, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-223/24	<b>Course title:</b> Irish Language and Culture 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Interim Evaluation: - Active participation in class and in Irish Studies events – 20% - In-class presentation – 20% Final Evaluation: - In-class final exam – 60% Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings. Credits are assigned to the student who acquired a minimal 60 out of 100 points for the fulfillment of the given conditions. Credits are not assigned to the student who fails to submit the seminar work during semester or gains less than the pass grade of 60%. The student has the right to modify their seminar work if it is considered inadequate and/or present a second time. Scale of assessment (preliminary/final): 40/60 % (preliminary/final)	
<b>Learning outcomes:</b> After finishing the Irish Language and Culture 1 course, the student has developed their following elementary linguistic competencies: <ul style="list-style-type: none"> <li>- an ability to read and pronounce Irish as pronounced by native Irish-speakers</li> <li>- a knowledge of basic (A1) Irish vocabulary</li> <li>- a knowledge of basic (A1) Irish grammar and grammatical terminology</li> <li>- an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.)</li> <li>- an ability to make simple dialogues and communicate on basic topics such as family, food, travelling.</li> </ul> The student who successfully finished the Irish Language and Culture 1 course is able to critically engage in discussions about various aspects of Gaelic Culture in Ireland. The student possesses an introductory knowledge of Gaelic culture and identity, language, and history, both in Ireland and in Britain and have a an understanding of various elements of Gaelic culture in Ireland, such as: <ul style="list-style-type: none"> <li>- Sean-Nós Song and Dance</li> </ul>	

- Myth and Legend
- Folklore
- The cultural divide in Ireland between the Gaeltacht and Galltacht
- The importance of the Irish Language to Irish Identity and history
- Controversial issues surrounding the language, in Ireland, Northern Ireland, the UK, the EU, and further afield.
- Minority Language Rights and Language Revival.

### **Class syllabus:**

Week 1:

- General information about the Irish language and introduction to learning resources.
- Greetings, introductions, and language for the classroom.

Week 2:

- Irish Language pronunciation and spelling. Numbers and telephones numbers.
- A survey of Gaelic culture in Ireland and in Britain, and further afield.

Week 3:

- Telling the time.
- Myth and Legend: Leabhar Gabhála Éireann -The Book of Invasions of Ireland

Week 4:

- Talking about the weather, describing physical characteristics I.
- Sean Nós Song and Dance

Week 5:

- Talking about the weather, describing physical characteristics II.
- The Gaelic Cultural Revival and Irish Nationalism.

Week 6:

- An tAinm Briathra (The verbal noun). Talking about current actions and pastimes I.
- Language and Identity in Northern Ireland.

Week 7:

- An tAinm Briathra (The verbal noun). Talking about current actions and pastimes II.
- Popular Irish-Language culture today.

Week 8:

- An Aimsir Láithreach (The present habitual tense). Daily routines I.
- Minority Language Identity internationally and Language Revival.

Week 9:

- An Aimsir Láithreach (The present habitual tense). Daily routines II.
- Gaelic Games.

Week 10:

- Likes and Dislikes.
- Controversy surrounding the Irish Language.

Week 11:

- In-class presentations.

Week 12:

- Review and Exam

### **Recommended literature:**

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.

CURTIN, Jeremiah. Myths and folk tales of Ireland. New York: Dover, 1975. ISBN 0-486-22430-9.

<p>DENNISON, Colette. This Is Ireland People Culture Landscape. Dublin: Euro Lingua, 1994. ISBN 1-874159-07-6.</p> <p>FOSTER, Robert Fitzroy. The Oxford History of Ireland. Oxford: Oxford, 1992. ISBN 0-19-285271-X</p> <p>WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.</p>						
<p><b>Languages necessary to complete the course:</b>          Language necessary to complete the course: Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).</p>						
<p><b>Notes:</b>          Additional literature:          Ó Domhnalláin, T. 1967, Buntús cainte: a first step in spoken Irish, Oifig an tSoláthair, Baile Átha Cliath.          Teastas Eorpach na Gaeilge (European Certificate of Irish) Welcome to Teastas Eorpach na Gaeilge (teg.ie)          Bibliography of Irish Linguistics and Literature: <a href="https://bill.celt.dias.ie/vol4/index2.html">https://bill.celt.dias.ie/vol4/index2.html</a>          Irish grammar; - <a href="http://nualeargais.ie/gnag/gram.htm">http://nualeargais.ie/gnag/gram.htm</a>          Raidio na Gaeltachta, <a href="https://www.rte.ie/rnag/">https://www.rte.ie/rnag/</a>          TG4, <a href="https://www.tg4.ie/ga/">https://www.tg4.ie/ga/</a></p>						
<p><b>Past grade distribution</b>          Total number of evaluated students: 57</p>						
A	ABS	B	C	D	E	FX
42,11	0,0	24,56	21,05	8,77	0,0	3,51
<p><b>Lecturers:</b> James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.</p>						
<p><b>Last change:</b> 28.05.2024</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-224/24	<b>Course title:</b> Irish Language and Culture 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> Irish Language and Culture 1	
<b>Course requirements:</b> Interim Evaluation - Active participation in class and in Irish Studies events – 20% - In-class presentation – 20% Final Evaluation: - In-class final exam – 60% Up to 2 absences are allowed without the need for documentation. Violations of academic ethics will be penalized with a reduction in grade and may result in disciplinary proceedings. Grading Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Credits are assigned to the student who acquired a minimal 60 out of 100 points for the fulfillment of the given conditions. Credits are not assigned to the student who fails to submit the seminar work during semester or gains less than the pass grade of 60%. The student has the right to modify their seminar work if it is considered inadequate and/or present a second time. Scale of assessment (preliminary/final): 40 / 60 % (preliminary/ final)	
<b>Learning outcomes:</b> After finishing Irish Language and Culture 2 course, the student knows how to use basic conversational Irish phrases, common vocabulary, as well as basic grammar and phonology which students have been introduced to during Irish Language and Culture 1. Students further develop their communicative skills in Irish towards achieving an A1 level at the CEFR. During Irish Language 2 and Culture 2 students have gained the following skills: - a further developed vocabulary in line with an A1 level at the CEFR. - a improved working knowledge of basic Irish grammar and sentence formation. - an ability to form basic grammatical sentences involving various parts of speech (prepositions, pronouns, nouns, adjectives, verbs, adverbs, etc.) - functional language related further areas required for the A1 Level according to the CEFR. The student who successfully finished the Irish Language and Culture 2 course is able to critically	

engage in complex discussions about various aspects of Gaelic Culture in Ireland and possesses an informed understanding of a broad range of topics related to Gaelic culture in Ireland, such as:

- A survey of selected Irish-Language Poetry
- Myth and Legend II
- Folklore II
- Survey of Gaelic cultural links between Scotland, Ireland and the Isle of Mann from the Bruce Invasion of Ireland to the Modern Revival.
- Kneecap, An Cailín Ciúin, and short film – Contemporary Irish Language Culture
- Logainmneacha agus Dinnseanchas – Placenames and Lore

**Class syllabus:**

Week 1:

- Review of language introduced in Irish Language 1.
- Myth and Legend II

Week 2:

- An tAinm Briathartha. Talking about current actions and pastimes I.
- Logainmneacha agus Dinnseanchas – Placenames and Lore

Week 3:

- An tAinm Briathartha. Talking about current actions and pastimes II.
- Logainmneacha agus Dinnseanchas – Placenames and Lore

Week 4:

- An tAinm Briathartha. Talking about current actions and pastimes III.
- Gaelic connections between Scotland and Ireland – The Bruce Invasion of Ireland

Week 5:

- Likes and Dislikes. Prepositional pronoun: le
- Geoffrey Keating's Foras Feasa ar Éirinn – Gaelic Identity in the Early-Modern Period

Week 6:

- Likes and Dislikes II.
- Antoine Ó Raifteiri – Playing music to empty pockets – Gaelic Culture in the Early-Modern Period

Week 7:

- Talking About sickness. Going to the doctor
- Rubaí – Contemporary Irish Language Culture

Week 8:

- An tAinm Briathartha IV. Purpose and cause.
- Kneecap – Contemporary Irish Language Culture

Week 9:

- An Aimsir Láithreach (The present habitual tense). Review.
- An Cailín Ciúin – Contemporary Irish Language Culture

Week 10:

- Food and Drink.
- Review of topics.

Week 11:

- In-class presentations

Week 12:

- Review and in-class exam.

**Recommended literature:**

CROTTY, Patrick. Modern Irish poetry an anthology. Belfast: Blackstaff Press, 2003. ISBN 9780856405617.

<p>CURTIN, Jeremiah. Myths and folk tales of Ireland. New York: Dover, 1975. ISBN 0-486-22430-9.</p> <p>DENNISON, Colette. This Is Ireland People Culture Landscape. Dublin: Euro Lingua, 1994. ISBN 1-874159-07-6.</p> <p>FOSTER, Robert Fitzroy. The Oxford History of Ireland. Oxford: Oxford, 1992. ISBN 0-19-285271-X</p> <p>WELCH, Robert. The Oxford Companion to Irish Literature. Oxford: Clarendon Press, 1996. ISBN 978-0198661580.</p>																				
<p><b>Languages necessary to complete the course:</b> Participation in the course requires a command of English at least at the B2+ level according to the Common European Framework of Reference for Languages (CEFR).</p>																				
<p><b>Notes:</b> Additional literature: Ó Domhnalláin, T. 1967, Buntús cainte: a first step in spoken Irish, Oifig an tSoláthair, Baile Átha Cliath. Strana: 2 Teastas Eorpach na Gaeilge (European Certificate of Irish) Welcome to Teastas Eorpach na Gaeilge (teg.ie) Bibliography of Irish Linguistics and Literature: <a href="https://bill.celt.dias.ie/vol4/index2.html">https://bill.celt.dias.ie/vol4/index2.html</a> Irish grammar; - <a href="http://nualeargais.ie/gnag/gram.htm">http://nualeargais.ie/gnag/gram.htm</a> Raidio na Gaeltachta, <a href="https://www.rte.ie/rnag/">https://www.rte.ie/rnag/</a> TG4, <a href="https://www.tg4.ie/ga/">https://www.tg4.ie/ga/</a></p>																				
<p><b>Past grade distribution</b> Total number of evaluated students: 13</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>38,46</td> <td>0,0</td> <td>53,85</td> <td>7,69</td> <td>0,0</td> <td>0,0</td> <td>0,0</td> </tr> </tbody> </table>							A	ABS	B	C	D	E	FX	38,46	0,0	53,85	7,69	0,0	0,0	0,0
A	ABS	B	C	D	E	FX														
38,46	0,0	53,85	7,69	0,0	0,0	0,0														
<p><b>Lecturers:</b> James O’Conaill, doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.</p>																				
<p><b>Last change:</b> 10.06.2024</p>																				
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>																				

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFLKAI/1-AIN-406/22		<b>Course title:</b> Language and Cognition			
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 3					
<b>Recommended semester:</b> 2., 4., 6.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Continuous assessment: presentations, bonus assignments Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Acquisition of the most important current theories and methods of studying natural language and cognitive processes.					
<b>Class syllabus:</b> The course focuses on the most important aspects of natural language research (the most complex cognitive function): basic properties of language (arbitrariness, generative productivity, dynamism, structuring at many levels), mechanisms of speech production and perception, language acquisition, innate and acquired factors of language development.					
<b>Recommended literature:</b> G. Dorren: Babel. Around the World in 20 Languages. Profile Books, 2019 S. Pinker: Language Instinct. ↑Brilliance Audio, 2014 S. Pinker: The Stuff of Thought. Language as a Window Into Human Nature. Penguin Books 2008 S. Pinker: Words and Rules. The Ingredients of Language. Basic Books 2015					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 172					
A	B	C	D	E	FX
37,79	23,84	15,12	11,05	5,23	6,98
<b>Lecturers:</b> doc. PhDr. Ján Rybár, PhD.					

**Last change:** 17.05.2024

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-120/17	<b>Course title:</b> Lexical and Grammatical Analysis of Written Texts
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous preparation of assignments for seminars; active participation in classes; successful completion of the continuous written test and the final written test. One continuous test (30 points) and one final test (70 points). A minimum score of 60% in the continuous test is the condition for admission to the final test; The same score applies to the final test. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. A maximum of two documented absences will be accepted. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Applying theoretical knowledge from individual language disciplines (morphology and syntax, lexicology and lexicography, phonetics and phonology, etc.) in the structural and semantic analysis of English written text. Contrastive comparison of English and Slovak. The student who completes the course understands a common text from a linguistic point of view. He is able to analyze it and apply his knowledge in communication. He is competent to use theoretical knowledge in the process of translation and teaching.	
<b>Class syllabus:</b> Process of naming; differences in extralinguistic reality; basic differences between naming units - conventionality and universality of naming unit; levels of abstraction - differences between English and Slovak; content of the naming unit - differences between English and Slovak; form of naming unit, simple and descriptive units - basic differences between English and Slovak; conversion; adjectives; differences between English and Slovak secondary categories of nouns and verbs; functional and structural analysis of the sentence, function of the subject and predicate - differences between English and Slovak; prediction types in English; nominalization in English; functional sentence perspective, communicative dynamism, word order in English and in Slovak; text analyses	
<b>Recommended literature:</b>	

HILADKÝ, Jozef a Milan RUŽIČKA: A Functional Onomatology of English. Brno: MU, 2001. ISBN: 80-210-1426-1.  
 LANČARIČ, Daniel.: Linguistics for English language students, Bratislava: ZF-Lingua, 2010. ISBN: 978-80-89328-36-9.  
 LANČARIČ, Daniel.: English Lexicology. Theory ad Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN: 978-3-943906-25-7.  
 LANČARIČ, Daniel.: English Grammar in Theory and Practice. Bratislava: UK, 2020. ISBN: 978-80-223-4906-2.  
 PAVLÍK, Radoslav.: A practical guide to the lexical analysis of written texts. Bratislava: Z-F Lingua, 2015. ISBN: 978-80-8177-012-8.  
 ŠTEKAUER, Pavol. Rudiments of English Linguistics. Prešov: Slovakontakt, 2000. ISBN: 80-88876-04-4.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
0,0	0,0	61,54	15,38	23,08	0,0	0,0

**Lecturers:** prof. PhDr. Daniel Lančarič, PhD., Mgr. Michaela Hroteková, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-120/17	<b>Course title:</b> Lexical and Grammatical Analysis of Written Texts
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous preparation of assignments for seminars; active participation in classes; successful completion of the continuous written test and the final written test. One continuous test (30 points) and one final test (70 points). A minimum score of 60% in the continuous test is the condition for admission to the final test; The same score applies to the final test. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. A maximum of two documented absences will be accepted. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Applying theoretical knowledge from individual language disciplines (morphology and syntax, lexicology and lexicography, phonetics and phonology, etc.) in the structural and semantic analysis of English written text. Contrastive comparison of English and Slovak. The student who completes the course understands a common text from a linguistic point of view. He is able to analyze it and apply his knowledge in communication. He is competent to use theoretical knowledge in the process of translation and teaching.	
<b>Class syllabus:</b> Process of naming; differences in extralinguistic reality; basic differences between naming units - conventionality and universality of naming unit; levels of abstraction - differences between English and Slovak; content of the naming unit - differences between English and Slovak; form of naming unit, simple and descriptive units - basic differences between English and Slovak; conversion; adjectives; differences between English and Slovak secondary categories of nouns and verbs; functional and structural analysis of the sentence, function of the subject and predicate - differences between English and Slovak; prediction types in English; nominalization in English; functional sentence perspective, communicative dynamism, word order in English and in Slovak; text analyses	
<b>Recommended literature:</b>	

HILADKÝ, Jozef a Milan RUŽIČKA: A Functional Onomatology of English. Brno: MU, 2001. ISBN: 80-210-1426-1.  
 LANČARIČ, Daniel.: Linguistics for English language students, Bratislava: ZF-Lingua, 2010. ISBN: 978-80-89328-36-9.  
 LANČARIČ, Daniel.: English Lexicology. Theory ad Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN: 978-3-943906-25-7.  
 LANČARIČ, Daniel.: English Grammar in Theory and Practice. Bratislava: UK, 2020. ISBN: 978-80-223-4906-2.  
 PAVLÍK, Radoslav.: A practical guide to the lexical analysis of written texts. Bratislava: Z-F Lingua, 2015. ISBN: 978-80-8177-012-8.  
 ŠTEKAUER, Pavol. Rudiments of English Linguistics. Prešov: Slovakontakt, 2000. ISBN: 80-88876-04-4.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
0,0	0,0	61,54	15,38	23,08	0,0	0,0

**Lecturers:** prof. PhDr. Daniel Lančarič, PhD., Mgr. Michaela Hroteková, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-104/20	<b>Course title:</b> Lexicology and Lexicography
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 13 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous preparation of assignments for seminars; active participation in classes; successful completion of the continuous written test and the final written test. One continuous test (30 points) and one final test (70 points). A minimum score of 60% in the continuous test is the condition for admission to the final test; The same score applies to the final test. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. A maximum of two documented absences will be accepted. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Gaining theoretical knowledge of lexis as the most extensive, comprehensive and dynamic component of the language; Improving knowledge and language competences in the field of English vocabulary. The student who completes the course knows the basic features and functions of English lexis, masters the basic principles of word-formation and systemic relations in language. The student is able to apply theoretical knowledge in communication, translation and English didactics.	
<b>Class syllabus:</b> Defining the lexical level of English and its relation to other linguistic levels and linguistic disciplines, basic concepts and terminology; extralinguistic reality and onomasiological aspects of English lexis; diachronic aspects of present-day English lexis; native words and loanwords; morphological structure of the word; word-formation processes in English, synchronous explanation and communicative functions; semantic categories, functions, changes and systemic relations in lexis; lexical variability, lexicography	
<b>Recommended literature:</b> LANČARIČ, Daniel.: English Lexicology. Theory ad Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN: 978-3-943906-25-7. BAUER, Laurie.: English Word-formation. Cambridge: CUP, 1996. ISBN: 0-521-28492-9.	

<p>CRUSE, David.: Lexical Semantics. Cambridge: CUP, 1986. ISBN: 0-521-27643-8.          CRYSTAL, David: The Cambridge Encyclopaedia of the English Language. Cambridge University Press, 1996. ISBN: 0-521-40179-8.          KVETKO, Pavol.: English Lexicology in Theory and Practice. Trnava: UCM, 2009. ISBN: 978-80-8105-639-0.          PAVLÍK, Radoslav.: A Textbook of English Lexicology 1: Word Structure, Word-Formation, Word Meaning. Bratislava: Z-F Lingua, 2017. ISBN: 978-80-8177-038-8.</p>						
<p><b>Languages necessary to complete the course:</b>          B2 CEFR level English is a prerequisite for participation in this course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>          Total number of evaluated students: 483</p>						
A	ABS	B	C	D	E	FX
10,14	0,0	15,94	24,84	23,19	21,33	4,55
<p><b>Lecturers:</b> prof. PhDr. Daniel Lančarič, PhD., Mgr. Michaela Hroteková, PhD.</p>						
<p><b>Last change:</b> 04.04.2022</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-119/16	<b>Course title:</b> Linguistic Analysis of Written Texts
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous preparation of assignments for seminars; active participation in classes; successful completion of the continuous written test and the final written test. One continuous test (30 points) and one final test (70 points). A minimum score of 60% in the continuous test is the condition for admission to the final test; The same score applies to the final test. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. A maximum of two documented absences will be accepted. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Applying theoretical knowledge from individual language disciplines (morphology and syntax, lexicology and lexicography, phonetics and phonology, etc.) in the structural and semantic analysis of English written text. Contrastive comparison of English and Slovak. The student who completes the course understands a common text from a linguistic point of view. He is able to analyze it and apply his knowledge in communication. He is competent to use theoretical knowledge in the process of translation and teaching.	
<b>Class syllabus:</b> Process of naming; differences in extralinguistic reality; basic differences between naming units - conventionality and universality of naming unit; levels of abstraction - differences between English and Slovak; content of the naming unit - differences between English and Slovak; form of naming unit, simple and descriptive units - basic differences between English and Slovak; conversion; adjectives; differences between English and Slovak secondary categories of nouns and verbs; functional and structural analysis of the sentence, function of the subject and predicate - differences between English and Slovak; prediction types in English; nominalization in English; functional sentence perspective, communicative dynamism, word order in English and in Slovak; text analyses	
<b>Recommended literature:</b>	

HILADKÝ, Jozef a Milan RUŽIČKA: A Functional Onomatology of English. Brno: MU, 2001. ISBN: 80-210-1426-1.  
 LANČARIČ, Daniel.: Linguistics for English language students, Bratislava: ZF-Lingua, 2010. ISBN: 978-80-89328-36-9.  
 LANČARIČ, Daniel.: English Lexicology. Theory ad Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN: 978-3-943906-25-7.  
 LANČARIČ, Daniel.: English Grammar in Theory and Practice. Bratislava: UK, 2020. ISBN: 978-80-223-4906-2.  
 PAVLÍK, Radoslav.: A practical guide to the lexical analysis of written texts. Bratislava: Z-F Lingua, 2015. ISBN: 978-80-8177-012-8.  
 ŠTEKAUER, Pavol. Rudiments of English Linguistics. Prešov: Slovakontakt, 2000. ISBN: 80-88876-04-4.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 5

A	ABS	B	C	D	E	FX
40,0	0,0	0,0	20,0	20,0	20,0	0,0

**Lecturers:** prof. PhDr. Daniel Lančarič, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-345/22	<b>Course title:</b> Linux
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Type, volume, methods and workload of the student - additional information</b> talk, 1h/week, online synchronous training, 1h/week, online synchronous	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: practical computer tasks 60% Exam: practical computer test 40% Indicative assessment scale: A 92%, B 84%, C 76%, D 68%, E 60% Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- knows the principle and function of the command line</li> <li>- knows the principles of operation of the GNU / Linux operating system</li> <li>- knows and understands the basic components of the GNU / Linux OS such as process, file system, user administration, access rights, ...</li> <li>- recognizes and applies a set of commands according to scenarios</li> <li>- creates a "one - line compound command" or a simple task assignment script</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- History and philosophy of GNU / Linux. Text console. File system navigation. (pwd, ls, cd, less, cat, man, w, exit, ssh, mosh, ...)</li> <li>- Folders and files (mkdir, rmdir, rm, cp, mv, ...)</li> <li>- Users, groups, redirects and search. Regular expressions. (id, su, passwd, grep, ...)</li> <li>- Attributes of files and folders (chown, chgrp, chmod, ...)</li> <li>- Text editor I know</li> <li>- File sorting and selection commands (sort, head, tail, nl, uniq, tac, shuf)</li> <li>- File system search (find)</li> <li>- Processes (ps, top, kill)</li> <li>- sed - stream editor</li> <li>- Processing with awk</li> </ul>	

- Basics of bash scripts					
<b>Recommended literature:</b> vlastné elektronické texty zverejňované na webovej stránke elektronické materiály, tutoriály a manuály k operačnému systému Linux					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 48					
A	B	C	D	E	FX
87,5	2,08	0,0	8,33	2,08	0,0
<b>Lecturers:</b> RNDr. Marek Nagy, PhD.					
<b>Last change:</b> 23.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-bpAN-220/19	<b>Course title:</b> Literature and Film
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-bpAN-220/20	
<b>Course requirements:</b> 30 % active participation in seminars, home preparation: reading of assigned class materials 20 % oral presentation 20 % continuous written assignment 40 % final written assignment: film review Minimum Required Level: 60 percent Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum 2 absences allowed. Students must submit valid proof of absence. The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee. Scale of assessment (preliminary/final): 100/ 0 continuous assessment	
<b>Learning outcomes:</b> Students are able to recognise general characteristics of literary and film art, the difference in the narrative form, general genres in literature and film: comedy, tragedy, detective story, science-fiction genre, comics/ adaptation of comic books, graphic novel/ adaptation of graphic novel, postmodern novel, thriller, dystopia. Students are able critically analyse literary and film texts. Students are able to present the results of their examination based on specific topic in the form oral presentation. Students strengthen their writing skills, their writing is critical and evaluative, and meets formal characteristics of a review.	
<b>Class syllabus:</b> 1. How to Read a Film. 2. Film and Drama. 3. Auteur Cinema. 4. Elements of Drama. Tragedy. 5. Black Humor. Comedy. 6. Elements of Fiction. Narration in Modernist Fiction. 7. Film Noir. Hardboiled Fiction in American tradition.	

8. From Film Noir to Neo Noir.
9. Fantasy and SF in Film and Fiction.
10. Illusion of the Screen. World within a World.

**Recommended literature:**

ABRAMS, Meyer Howard. A Glossary of Literary Terms. New York: Holt, Rinehart and Winston, 1988. ISBN 0-03011953-7.

BORDWELL, David and THOMPSON, Kristin. Film Art. (An Introduction). New York: Alfred A. Knopf, 1986. ISBN 0-39435237-8.

BROWNE, Nick ed. by. Refiguring Film Genres. Theory and History. Berkeley, Los Angeles, London: University of California Press, 1998. ISBN 0520-20730-0.

BELTON, John ed. by. Movies and Mass Culture. New Brunswick, New Jersey: Rutgers University Press, 1996. ISBN 0-8135-2227-7.

CHILDERS, Joseph and HENTZI, Gary ed. by. The Columbia Dictionary of Modern Literary and Cultural Criticism. New York: Columbia University Press, 1995. ISBN 0-231-07242-2.

SMIEŠKOVÁ, Alena. Violence as Art Experience. In: Ars Aeterna. Volume 8/ Number 1/ 2016. <https://doi.org/10.1515/aa-2016-0001>, dostupné na: <https://sciendo.com/article/10.1515/aa-2016-0001>

**Languages necessary to complete the course:**

The participation in the course assumes SS can speak the level of English (at least B2) according to the CEFR.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 112

A	ABS	B	C	D	E	FX
41,96	0,0	27,68	17,86	2,68	2,68	7,14

**Lecturers:** doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

**Last change:** 05.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-bpAN-220/20	<b>Course title:</b> Literature and Film
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-bpAN-220/19	
<b>Course requirements:</b> 30%. active participation in class discussions 20% continuous written assessment 20% oral presentation 30% final written assessment: film review Minimum Required Level: 60 percent Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum 2 absences allowed. Students must submit valid proof of absence. The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee. Scale of assessment (preliminary/final): 100/ 0continuous assessment	
<b>Learning outcomes:</b> Students are able to recognise general characteristics of literary and film art, the difference in the narrative form, general genres in literature and film: comedy, tragedy, detective story, science-fiction genre, comics/ adaptation of comic books, graphic novel/ adaptation of graphic novel, postmodern novel, thriller, dystopia. Students are able critically analyse literary and film texts. Students are able to present the results of their examination based on specific topic in the form oral presentation. Students strengthen their writing skills, their writing is critical and evaluative, and meets formal characteristics of a review.	
<b>Class syllabus:</b> 1. How to Read a Film. 2. Film and Drama. 3. Auteur Cinema. 4. Elements of Drama. Tragedy. 5. Black Humor. Comedy. 6. Elements of Fiction. Narration in Modernist Fiction. 7. Film Noir. Hardboiled Fiction in American tradition.	

8. From Film Noir to Neo Noir.
9. Fantasy and SF in Film and Fiction.
10. Illusion of the Screen. World within a World.

**Recommended literature:**

ABRAMS, Meyer Howard. A Glossary of Literary Terms. New York: Holt, Rinehart and Winston, 1988. ISBN 0-03011953-7.

BELTON, John ed. by. Movies and Mass Culture. New Brunswick, New Jersey: Rutgers University Press, 1996. ISBN 0-8135-2227-7.

BORDWELL, David and Kristin THOMPSON. Film Art. (An Introduction). New York: Alfred A. Knopf, 1986. ISBN 0-39435237-8.

BROWNE, Nick ed. by. Refiguring Film Genres. Theory and History. Berkeley, Los Angeles, London: University of California Press, 1998. ISBN 0520-20730-0.

CHILDERS, Joseph and Gary HENTZI ed. by. The Columbia Dictionary of Modern Literary and Cultural Criticism. New York: Columbia University Press, 1995. ISBN 0-231-07242-2.

SMIEŠKOVÁ, Alena. Violence as Art Experience. In: Ars Aeterna. Volume 8/ Number 1/ 2016. <https://doi.org/10.1515/aa-2016-0001>, dostupné na: <https://sciendo.com/article/10.1515/aa-2016-0001>

**Languages necessary to complete the course:**

The participation in the course assumes SS can speak the level of English (at least B2) according to the CEFR.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
69,12	0,0	13,24	7,35	1,47	2,94	5,88

**Lecturers:** doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

**Last change:** 05.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UIN-101/22	<b>Course title:</b> Mathematics for Informatics Teachers (1)
<b>Educational activities:</b> <b>Type of activities:</b> lecture / practicals <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 26 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FMFI.KDMFI/1-UIN-121/22 - Informatics (1)	
<b>Course requirements:</b> Continuous assessment: The student will receive 30% points for active work in exercises, 30% points for homework and 40% points for papers. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- will be able to defend or refute mathematical statements (from given topics)</li> <li>- can combine and apply knowledge from different mathematical areas</li> <li>- acquire mathematical culture, way of thinking and expression</li> </ul>	
<b>Class syllabus:</b> Course contents: <ul style="list-style-type: none"> <li>- Mathematical expressions</li> <li>- Propositional logic</li> <li>- Predicate logic</li> <li>- Introduction to number theory</li> <li>- Types of evidence</li> <li>- Mathematical induction</li> <li>- Sets</li> <li>- Sessions</li> <li>- Features</li> <li>- Combinatorics</li> </ul>	
<b>Recommended literature:</b> own electronic texts published on the website, resp. in the Moodle environment Olejár, D., Škoviera, M. : Discrete Mathematics 1: Introduction to Set Theory, Theory of Boolean Functions and Mathematical Logic. Bratislava: Comenius University, 1992 Matoušek, J., Nešetřil, J. : Chapters from discrete mathematics. Charles University, 2009	
<b>Languages necessary to complete the course:</b>	

Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 95					
A	B	C	D	E	FX
32,63	23,16	21,05	7,37	9,47	6,32
<b>Lecturers:</b> PaedDr. Daniela Bezáková, PhD., doc. RNDr. Zuzana Kubincová, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UIN-102/22	<b>Course title:</b> Mathematics for Informatics Teachers (2)
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FMFI.KDMFI/1-UIN-101/22 - Mathematics for Informatics Teachers (1)	
<b>Course requirements:</b> active participation in seminars and at least 50% of the ongoing evaluation Continuous assessment: homework (50%), papers (50%) Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- will be able to classify different types of graphs and construct a graph with given properties</li> <li>- will be able to use analytical geometry to solve selected problems of planimetry</li> <li>- can explain and apply the relationship between totals and recurrence</li> <li>- will be able to apply the acquired knowledge in programming</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Graphs - basic concepts, representations, types of graphs</li> <li>- Graph continuity, graph travel</li> <li>- Distances in graphs</li> <li>- Trees, skeletons</li> <li>- Eulerian graphs</li> <li>- Analytic geometry in the plane - vectors</li> <li>- Analytical geometry in the plane - lines</li> <li>- Analytical geometry in the plane - circle</li> <li>- Sums</li> <li>- Recurrence</li> </ul>	
<b>Recommended literature:</b> own electronic texts published on the website, resp. in the Moodle environment Knor, M. Combinatorics and Graph Theory I, Comenius University, Bratislava, 2000 Belan, A. Analytic geometry for those who need to understand it	
<b>Languages necessary to complete the course:</b> Slovak	

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 82					
A	B	C	D	E	FX
34,15	24,39	21,95	9,76	7,32	2,44
<b>Lecturers:</b> PaedDr. Daniela Bezáková, PhD., doc. RNDr. Zuzana Kubincová, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKDMFI/1-UXX-138/22	<b>Course title:</b> Modern Teacher Software
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b> FMFLKDMFI/1-UXX-137/22 - Digital Literacy	
<b>Course requirements:</b> Continuous assessment: project - course website (25%), assignments (75%) Indicative grading scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will be able to assess what activities teachers do and how digital technology can help them do this. They are familiar with digital tools for creating attractive educational materials and have their own experience with them. They are able to use digital tools to create learning materials that focus on discovery learning where the activity is in the hands of the learner. They are familiar with frequently used complex learning management systems (LMS). They are able to evaluate the strengths and weaknesses of using an LMS for specific activities of teaching practice and are familiar with alternative software that allows some of these activities to be carried out more efficiently. They are able to create their own website and add different forms of content to it. They are able to reflect on the use of specific digital tools in their future teaching. They are able to find the appropriate digital tools for a given activity, analyse them and, based on this analysis, choose among competing tools the one that additionally meets their needs.	
<b>Class syllabus:</b> Students work on a variety of topics using digital technologies and assess how they perceive their potential in their teaching practice. They publish the products of their work along with a reflection on the topic on their website. The topics they are working on include: The use of digital tools in the classroom Creating your own digital learning materials Working with graphics, photo editing, creating animations Working with video Working with sound Learning management systems	

Creating mind maps					
<b>Recommended literature:</b> Design of digital educational environment / Michal Černý. Brno: Flow, 2020. own electronic texts published on the website, resp. in the Moodle environment					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 197					
A	B	C	D	E	FX
74,62	12,69	6,09	1,02	2,03	3,55
<b>Lecturers:</b> Mgr. Mária Čujdíková, PhD.					
<b>Last change:</b> 22.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-03/20	<b>Course title:</b> Morphology and Syntax
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 13 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous preparation of assignments for seminars; active participation in classes; successful completion of the continuous written test and the final written test. One continuous test (30 points) and one final test (70 points). A minimum score of 60% in the continuous test is the condition for admission to the final test; The same score applies to the final test. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. A maximum of two documented absences will be accepted. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> The student has a knowledge of the basic aspects of the English language system and is able to identify grammatical categories and their functions in context. The student is competent to explain the character of English grammatical units in terms of their form and meaning. He is able to apply his knowledge in communication as well as in teaching and translation practice.	
<b>Class syllabus:</b> Grammar and grammatical units; sentences, clause elements; simple sentence categories; phrases, categories of phrases; words; open and closed classes; conversion; morphemes; relations between grammatical units; noun phrase - nouns and their classification, secondary categories of the noun: definiteness, number, gender, case; verb phrase - verbs and their classification, secondary categories of the verb: aspect, tense, mood, voice; adjectives and adverbs; closed class categories; conjunctions, numerals, interjections, particles, pronouns, simple sentence: interrogative, imperative, exclamative; concord and negation in the simple sentence; multiple sentence: compound and complex; subordinate clauses: nominal, adverbial, relative, comparative; word order; inversion; ellipsis and substitution	
<b>Recommended literature:</b>	

<p>LANČARIČ, Daniel: English Grammar in Theory and Practice. Bratislava: Univerzita Komenského v Bratislave, 2020. ISBN: 978-80-223-4906-2.</p> <p>ALEXANDER, Louis: Longman English Grammar Harlow: Longman, 1991. ISBN: 0-582-55892-1.</p> <p>CARTER, Ronald a Michael McCARTHY.: Cambridge Grammar of English a comprehensive guide. Spoken and written English; Grammar and usage. Cambridge: Cambridge University Press, 2006. ISBN: 0-521-67439-5.</p> <p>DUŠKOVÁ, Ludmila. a kol.: Mluvnice současné angličtiny na pozadí češtiny. Praha: Academia, 2006. ISBN: 80-200-1413-6.</p> <p>GREENBAUM, Sidney, QUIRK, Randolph a Sylvia CHALKER.: A Student's English Grammar Workbook being a workbook for A student's grammar of the English language. Harlow: Longman, 1992. ISBN: 0-582-08819-4.</p> <p>QUIRK, Randolph a Sidney GREENBAUM.: A Student's Grammar of the English Language. Harlow: Longman, 1992. ISBN: 0-582-05971-2.</p>						
<p><b>Languages necessary to complete the course:</b> B2 CEFR level English is a prerequisite for participation in this course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 421</p>						
A	ABS	B	C	D	E	FX
11,4	0,0	12,11	21,62	22,33	23,99	8,55
<p><b>Lecturers:</b> prof. PhDr. Daniel Lančarič, PhD.</p>						
<p><b>Last change:</b> 04.04.2022</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-346/15	<b>Course title:</b> Multimedia
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: Students can get 100% points for completing assignments on individual topics. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students are able to create and edit a variety of multimedia content. They can use digital tools to process graphics, audio and video. They understand the principles of digital media processing. They are able to integrate outdoor activities into the classroom using mobile applications and design assignments for this type of learning activity. They are able to use virtual and augmented reality in education.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- creation of graphic design using online tools</li> <li>- photo editing</li> <li>- work with 3D graphics</li> <li>- working with vector graphics in a children's programming environment</li> <li>- collaborative creation and verification of outdoor educational activities using a mobile application</li> <li>- Collaborative video creation and processing using more complex editing</li> <li>- work with sound in video editor</li> <li>- getting acquainted with the possibilities of using virtual and augmented reality in education</li> </ul>	
<b>Recommended literature:</b>	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 46					
A	B	C	D	E	FX
80,43	6,52	8,7	4,35	0,0	0,0
<b>Lecturers:</b> Mgr. Mária Čujdíková, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					
<b>Last change:</b> 22.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-muAN-103/15	<b>Course title:</b> Neologization of English Lexis
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points are participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum twice absent. Scale of assessment (preliminary/final): 50/50 (%)	
<b>Learning outcomes:</b> Extension of vocabulary and acquisition of knowledge about the current dynamics of English lexis; acquiring sensitivity to relevant lexical phenomena and tendencies in their pragmatic contexts; improving the ability to understand current discourse and use neological lexis appropriately.	
<b>Class syllabus:</b> Linguistic changes as a result of intra- and extra-lingual dynamics in the socio-cultural context; types of neologisms: neolexicalism and neosemantism; semantic and pragmatic aspects of neologization; productivity of current vocabulary processes and their preferences in discourses; drawing on and presenting the results in various contexts: specialized language, academic English, songs, media, advertisement, literature, movies. Anglicisms in Slovak. Compiling corpora and creating neologism database.	
<b>Recommended literature:</b> AYTO, John. Movers and Shakers. A Chronology of Words That Shaped Our Age. Oxford: Oxford University Press, 2006. Dostupné na: <a href="https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up">https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up</a>	

BÖHMEROVÁ, Ada. Blending As Lexical Amalgamation and Its Onomatological and Lexicographical Status in English and in Slovak. Bratislava: ŠEVT, 2010. ISBN 978-80-8106-032-8.

CRYSTAL, David. The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge University Press, 1996. ISBN 0-521-55967-7.

GÖRLACH, Manfred. A Dictionary of European Anglicisms. Oxford: Oxford University Press, 2005. ISBN 978-0-19-928306-4.

KNOWLES, Elizabeth a Julia ELLIOT. The Oxford Dictionary of New Words. The Intriguing Stories behind 2,000 New Words in the News. Oxford: Oxford University Press, 1998. ISBN 0-19-863152-9.

LANČARIČ, Daniel. English Lexicology Theory and Exercises. Nümbrecht: Kirsch, 2016. ISBN 978-3-943906-25-7.

MATTIELLO, Elisa. Analogy in word-formation: A study of English neologisms and occasionalisms (Trends in Linguistics: Studies and Monographs 309). Berlin & Boston, MA: De Gruyter Mouton, 2017. Dostupné na: EBSCOhost Web – eBook Academic Collection.

**Languages necessary to complete the course:**

English proficiency - at least at B2 - C1 level according to the Common European Framework of Reference for Languages (CEFR) is required.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 242

A	ABS	B	C	D	E	FX
89,26	0,0	7,85	1,65	0,41	0,41	0,41

**Lecturers:** Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-muAN-103/15	<b>Course title:</b> Neologization of English Lexis
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Throughout the course, students will receive 10 assignments. Students need to complete at least 8/10 (2 allowed absences). Assignments will consist of team and individual work, and the results will be presented at seminars by the students. Students' active participation in discussions will be also evaluated throughout the seminar. 8 assignments mean 40 points (10 - 8 assignments 40 points, 7 - 35, 6 - 30, 5 - 25, 4 - 20, 3 - 15, 2 - 10, 1 - 5 points). 10 points are participation and presentation at lessons. During the examination period, students will receive an individual written assignment (max. 50 points = 50% of the final assessment). They must have at least 60 points to pass. Credits will not be awarded to students with 59 points or less. Classification scale: 0-60-68-76-84-92-100% = FX-E-D-C-B-A Maximum twice absent. Scale of assessment (preliminary/final): 50/50 (%)	
<b>Learning outcomes:</b> Extension of vocabulary and acquisition of knowledge about the current dynamics of English lexis; acquiring sensitivity to relevant lexical phenomena and tendencies in their pragmatic contexts; improving the ability to understand current discourse and use neological lexis appropriately.	
<b>Class syllabus:</b> Linguistic changes as a result of intra- and extra-lingual dynamics in the socio-cultural context; types of neologisms: neolexicalism and neosemantism; semantic and pragmatic aspects of neologization; productivity of current vocabulary processes and their preferences in discourses; drawing on and presenting the results in various contexts: specialized language, academic English, songs, media, advertisement, literature, movies. Anglicisms in Slovak. Compiling corpora and creating neologism database.	
<b>Recommended literature:</b> AYTO, John. Movers and Shakers. A Chronology of Words That Shaped Our Age. Oxford: Oxford University Press, 2006. Dostupné na: <a href="https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up">https://archive.org/details/moversshakerschr0000ayto/page/n7/mode/2up</a>	

<p>BÖHMEROVÁ, Ada. Blending As Lexical Amalgamation and Its Onomatological and Lexicographical Status in English and in Slovak. Bratislava: ŠEVT, 2010. ISBN 978-80-8106-032-8.</p> <p>CRYSTAL, David. The Cambridge Encyclopaedia of the English Language. Cambridge: Cambridge University Press, 1996. ISBN 0-521-55967-7.</p> <p>GÖRLACH, Manfred. A Dictionary of European Anglicisms. Oxford: Oxford University Press, 2005. ISBN 978-0-19-928306-4.</p> <p>KNOWLES, Elizabeth a Julia ELLIOT. The Oxford Dictionary of New Words. The Intriguing Stories behind 2,000 New Words in the News. Oxford: Oxford University Press, 1998. ISBN 0-19-863152-9.</p> <p>LANČARIČ, Daniel. English Lexicology Theory and Exercises. Nümbrecht: Kirsch, 2016. ISBN 978-3-943906-25-7.</p> <p>MATTIELLO, Elisa. Analogy in word-formation: A study of English neologisms and occasionalisms (Trends in Linguistics: Studies and Monographs 309). Berlin &amp; Boston, MA: De Gruyter Mouton, 2017. Dostupné na: EBSCOhost Web – eBook Academic Collection.</p>						
<p><b>Languages necessary to complete the course:</b> English proficiency - at least at B2 - C1 level according to the Common European Framework of Reference for Languages (CEFR) is required.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 242</p>						
A	ABS	B	C	D	E	FX
89,26	0,0	7,85	1,65	0,41	0,41	0,41
<p><b>Lecturers:</b> Mgr. Michaela Hroteková, PhD., prof. PhDr. Daniel Lančarič, PhD.</p>						
<p><b>Last change:</b> 04.04.2022</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFI.KAI/2-MXX-132/23		<b>Course title:</b> Participation in Empirical Research			
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 2., 4., 6.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 202					
A	B	C	D	E	FX
89,6	1,49	1,49	0,0	2,97	4,46
<b>Lecturers:</b> Mgr. Xenia Daniela Poslon, PhD.					
<b>Last change:</b> 06.09.2023					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFI.KAI/2-MXX-132/23		<b>Course title:</b> Participation in Empirical Research			
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 26 <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 1., 3., 5.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b>					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 202					
A	B	C	D	E	FX
89,6	1,49	1,49	0,0	2,97	4,46
<b>Lecturers:</b> Mgr. Xenia Daniela Poslon, PhD.					
<b>Last change:</b> 06.09.2023					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KAI/1-UXX-231/22	<b>Course title:</b> Pedagogic Communication
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 13 / 13 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FMFI-Prif.KDPP/1-UXX-231/10	
<b>Course requirements:</b> The course is completed by assessment, the ratio of interim/final assessment is 80/20. The condition for successful completion of the course is obtaining at least 60 % of the maximum possible course grade. Assignments during the semester in the form of micro-assignments, model communication situations, student-designed and recorded video sequences, analysis of recordings, and an emphasis on strengthening communication competencies and skills will be assessed. Assessment will be given on a scale: A: 93-100%, excellent - outstanding results, B: 85-92%, very good - above average standard, C: 76-84%, good - normal reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, satisfactory - results meet minimum criteria, Fx: 0-59%, inadequate - extra work required Translated with <a href="http://www.DeepL.com/Translator">www.DeepL.com/Translator</a> (free version) Scale of assessment (preliminary/final): 80/20	
<b>Learning outcomes:</b> Upon successful completion of the course, students have knowledge of the principles of effective pedagogical communication. They are able to analyze communication episodes, identify problematic communication aspects and create communication opportunities and learning environments that promote student participation in the classroom. They understand the importance and methods of managing pedagogical communication in school classrooms. They can anticipate and respond appropriately to a variety of communication situations. Through the implementation of micro-outcomes and other forms of training in effective pedagogical communication, they are able to apply the acquired theoretical knowledge in the practice of primary and secondary schools.	
<b>Class syllabus:</b> Insights into the phylogenetic and ontogenetic aspects of interpersonal communication, social communication, interaction.	

Communication styles, communication competences and skills of future teachers, their practice and strengthening.  
 Pedagogical communication -functions, planes, ways, components, directions, effectiveness, basic rules, organizational forms of pedagogical communication, non-verbal (extralinguistic means and paralinguistic aspects of speech) and verbal (written and oral) communication in the school classroom, teacher management of communication (questions, feedback), pupil participation in communication, persuasion, argumentation, criticism, school language, IRF/IRE structure, communication by action in the classroom, space in communication, methods of investigating pedagogical communication.  
 Types of conflict in school settings, strategies and methods of conflict resolution.  
 Errors in pedagogical communication. Humour in the school classroom.  
 Intergenerational communication in education.

**Recommended literature:**

BARKER, A. 2020. Zlepšete své komunikační schopnosti. Lingea.  
 GAVORA, P. 2007. Učitel a žiaci v komunikácii. Bratislava : UK.  
 HALÁKOVÁ, Z. 2012. Pedagogická komunikácia. 1. vyd., Bratislava : Univerzita Komenského.  
 MAREŠ, J., KŘIVOHLAVÝ, I. 1995. Komunikace ve škole. Brno : Masarykova univerzita.  
 MIKULÁŠTÍK, M. 2003. Komunikační dovednosti v praxi. Praha : Grada Publishing.  
 NELEŠOVSKÁ, A. 2005. Pedagogická komunikace v teorii a praxi. Praha : Grada.  
 PECH, J. 2009. Řeč těla a umění komunikace. Praha : NS Svoboda.  
 ŠEĐOVÁ, K. 2013. Humor ve škole. Brno : Masarykova univerzita.  
 ŠEĐOVÁ, K. a kol. 2019. Výuková komunikace. Brno: Masarykova univerzita.  
 ŠEĐOVÁ, K., ŠVARÍČEK, R., ŠALAMOUNOVÁ Z. 2012. Komunikace ve školní třídě. Praha : Portál.  
 ŠTĚPANÍK, J. 2005. Umění jednat s lidmi 2. Komunikace. Praha : Grada.  
 VYBÍRAL, Z. a kol. 2009. Psychologie komunikace. Praha : Portál.  
 aktuálne články a štúdie

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 145

A	B	C	D	E	FX
83,45	7,59	2,07	2,07	2,07	2,76

**Lecturers:** doc. RNDr. Martin Takáč, PhD.

**Last change:** 20.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UXX-143/22	<b>Course title:</b> Pedagogical Interviews
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 1 per level/semester: 13</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 1	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> active participation in classes (discussion, presentation of opinions, ...) (80%), homeworks (reading texts, preparation of essays and presentations ...) (20%) Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- begins to think about education from the teacher's point of view.</li> <li>- is able to discuss personal and educational challenges in the teaching profession.</li> <li>- will be able to identify, compare and express a constructive opinion on the current state of the school in the context of modern concepts of education.</li> <li>- will perceive the potential of the teaching profession to positively influence the quality of life of its students.</li> </ul>	
<b>Class syllabus:</b> Course contents: <ul style="list-style-type: none"> <li>- from student to teacher</li> <li>- vision of modern education</li> <li>- the teacher as a positive role model</li> <li>- creativity in professional subjects</li> <li>- a school where students enjoy</li> <li>- personal development</li> <li>- how to burn and not burn</li> <li>- a school for everyone</li> </ul>	
<b>Recommended literature:</b> own electronic texts published on the website, resp. in the Moodle environment JANÍK, T .: Myths of False Error. About chibas in education and pedagogy. Masaryk University. 2020. ČOKYNA, J .: And where are your edges? N Press. 2019	

KUBÍKOVÁ, S .: Klub nezbitných detí. Seven things that will help your children survive in modern times. Diary Postoj 2018.  
JANÍK, T .: Lessons from pedagogy: Everything for education. Ammunition 2021

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 54

A	B	C	D	E	FX
66,67	14,81	7,41	7,41	3,7	0,0

**Lecturers:** prof. RNDr. Ivan Kalaš, PhD., doc. Mgr. Karolína Miková, PhD., Mgr. Lucia Budinská, PhD., PaedDr. Mgr. Natália Kováčová, PhD.

**Last change:** 22.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-02/25	<b>Course title:</b> Phonetics and Phonology
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester: 2 transcription tests (20%) presentation of students' own recordings (5) - selected texts from different communication contexts (British or American English) (20%) 1 test - theory of segmental phonetics and phonology (30%) 1 test - theory of suprasegmental phonetics and phonology (30%) Marking scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A The condition for passing the course is to reach minimum 60 % for assignments and tests during the semester A detailed course syllabus with assignments and instructions is provided to enrolled students the first week of the semester. Unexcused absences allowed: 2 Violations of academic ethics will be sanctioned by grade reduction and may even include a submission of the case for disciplinary action depending on severity. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The purpose of the course is to provide knowledge of the sound system of English and the place of phonetic and phonological level in the study of the English language. Students gain skills in fluent oral communication with the emphasis on the correct pronunciation both on the segmental and suprasegmental level. They know the British and American standard pronunciation models and can use the system of transcription symbols.	
<b>Class syllabus:</b> Phonetics and Phonology as linguistic disciplines, basic units Accents of English - Received pronunciation and General American Transcription symbols and their usage Organs of speech and the production of speech sounds English vowels English diphthongs and triphthongs	

<p>English consonants  Syllable, structure and types of English syllables  Lexical stress in English. Sentence stress  Linguistic rhythm  Vowel reduction, elision, linking and assimilation in connected speech  Intonation in English  Practising correct pronunciation, differences in pronunciation based on context  Introduction of different accents of the English language</p>														
<p><b>Recommended literature:</b>  BÁZLIK, Miroslav a Jolana MIŠKOVIČOVÁ. Pravidlá výslovnosti britskej a americkej angličtiny. Bratislava: Iura, 2012. ISBN 978-80-8078-447-8.  BOROŠOVÁ, Beata. Segmental and Suprasegmental Phonetics and Phonology: British English. Bratislava: Comenius University, 2017. ISBN 978-80-223-4366-4.  GIMSON, Alfred C. An Introduction to the Pronunciation of English. London: Edward Arnold, 1994. ISBN 0-340-58265-0.  JONES, Daniel. Cambridge English Pronouncing Dictionary. Cambridge: Cambridge University Press, 2006. ISBN 0-521-68087-5.  PAVLÍK, Radoslav. A Practical Introduction to English Pronunciation. Bratislava: Z-F Lingua, 2015. ISBN 978-80-8177-011-1.  ROACH, Peter. English Phonetics and Phonology. Cambridge: Cambridge University Press, 1995. ISBN 0-521-40718-4.</p>														
<p><b>Languages necessary to complete the course:</b>  Participation in the course presupposes at least a C1 level of English according to the Common European Framework of Reference for Languages (CEFR).</p>														
<p><b>Notes:</b></p>														
<p><b>Past grade distribution</b>  Total number of evaluated students: 530</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>15,28</td> <td>0,0</td> <td>23,58</td> <td>20,75</td> <td>18,68</td> <td>11,32</td> <td>10,38</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	15,28	0,0	23,58	20,75	18,68	11,32	10,38
A	ABS	B	C	D	E	FX								
15,28	0,0	23,58	20,75	18,68	11,32	10,38								
<p><b>Lecturers:</b> PhDr. Beáta Borošová, PhD.</p>														
<p><b>Last change:</b> 14.05.2025</p>														
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFLKTV/1-MXX-110/00		<b>Course title:</b> Physical Education and Sport (1)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 0					
<b>Recommended semester:</b> 1.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Grades: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Orientation in the history of the selected sports discipline, mastering the basic principles of compensation of mostly mental burdens of the individual. Creating a positive, lasting relationship to physical education and sports in the sense of calocagation. Mastering the demands for the development of motor abilities, skills, proper technique of performing individual movements in individual sports, individual game activities in collective sports games.					
<b>Class syllabus:</b> Introduction to the basic history of the selected sport, with the basic principles of compensation of one-sided psychological burden of the individual's body. Development of basic motor skills with a stop to all kinds of endurance, coordination, increasing the level of joint mobility. Training of individual game activities in collective sports games. In individual sports disciplines, practice of basic techniques of individual elements.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 7493					
A	B	C	D	E	FX
92,81	1,52	0,23	0,0	0,08	5,37
<b>Lecturers:</b> Mgr. Ladislav Mókus, PaedDr. Dana Mašlejová, Mgr. Jana Leginusová, Mgr. Tomáš Kuchár, PhD., PaedDr. Mikuláš Ortutay, Mgr. Martin Dovičák, PhD., Mgr. Júlia Raábová, PhD.,					

Mgr. Branislav Nedbálek, PhD., Mgr. Tomáš Lovecký, Mgr. Martina Maheľová, PaedDr. Lucia Ondrušová

**Last change:** 16.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFLKTV/1-MXX-120/22		<b>Course title:</b> Physical Education and Sport (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 1					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Grades: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Addressing a positive and lasting relationship with physical education and sport by understanding the importance of physical development and maintaining its optimal level throughout life. The use of strength and other motor skills to more rationally manage the game activities of the individual, while improving the acquisition of more complex elements of technology. In everyday life in providing basic necessities.					
<b>Class syllabus:</b> Completing a positive lasting relationship to physical education and sport. Development of motor skills with a focus on the development of strength, with an emphasis on dynamic strength and endurance in strength. In collective sports games, improving individual game activities, practicing basic game combinations, playing with modified rules, tasked games. In individual sports disciplines, the development of motor abilities and skills necessary for the acquisition of more complex elements of lower difficulty techniques.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 5850					
A	B	C	D	E	FX
95,61	1,5	0,14	0,09	0,05	2,62
<b>Lecturers:</b> Mgr. Tomáš Kuchár, PhD., PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, Mgr. Jana Leginusová, PaedDr. Mikuláš Ortutay, Mgr. Martin Dovičák, PhD., Mgr. Júlia Raábová, PhD.,					

Mgr. Branislav Nedbálek, PhD., Mgr. Tomáš Lovecký, Mgr. Martina Maheľová, PaedDr. Lucia Ondrušová

**Last change:** 15.03.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KTV/1-MXX-210/00		<b>Course title:</b> Physical Education and Sport (3)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> To practise game combinations, tactical - mechanical elements in basketball, volleyball, soccer, floorball, ice hockey, badminton, competition rules in the sports specialization.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 3440					
A	B	C	D	E	FX
98,14	0,44	0,09	0,03	0,0	1,31
<b>Lecturers:</b> Mgr. Tomáš Kuchár, PhD., Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, PaedDr. Mikuláš Ortutay, Mgr. Martin Dovičák, PhD., Mgr. Júlia Raábová, PhD., Mgr. Branislav Nedbálek, PhD., Mgr. Tomáš Lovecký, Mgr. Martina Maheľová, PaedDr. Lucia Ondrušová					
<b>Last change:</b> 16.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KTV/1-MXX-220/00		<b>Course title:</b> Physical Education and Sport (4)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 4.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> Preparation for sport championships of the Faculty in the chosen sport at modified rules. The selection of talented students into the teams of the University and Faculty leagues and other faculty sport events.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 2957					
A	B	C	D	E	FX
97,94	0,17	0,1	0,03	0,0	1,76
<b>Lecturers:</b> Mgr. Tomáš Kuchár, PhD., Mgr. Ladislav Mókus, Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, PaedDr. Mikuláš Ortutay, Mgr. Martin Dovičák, PhD., Mgr. Júlia Raábová, PhD., Mgr. Branislav Nedbálek, PhD., Mgr. Tomáš Lovecký, Mgr. Martina Maheľová, PaedDr. Lucia Ondrušová					
<b>Last change:</b> 15.03.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFLKTV/1-MXX-310/00		<b>Course title:</b> Physical Education and Sport (5)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 5.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> Preparation and participation of individuals and teams in the system of university sport competitions and sport events.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 2264					
A	B	C	D	E	FX
98,63	0,35	0,09	0,0	0,0	0,93
<b>Lecturers:</b> Mgr. Tomáš Kuchár, PhD., Mgr. Ladislav Mókus, Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, PaedDr. Mikuláš Ortutay, Mgr. Martin Dovičák, PhD., Mgr. Júlia Raábová, PhD., Mgr. Branislav Nedbálek, PhD., Mgr. Tomáš Lovecký, Mgr. Martina Maheľová, PaedDr. Lucia Ondrušová					
<b>Last change:</b> 15.03.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFI.KTV/1-MXX-320/22		<b>Course title:</b> Physical Education and Sport (6)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 1					
<b>Recommended semester:</b> 6.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Antirequisites:</b> FMFI.KTV/1-MXX-320/00					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> Using the communication in the physical education and sport and organizing the sport championships to achieve expressive motion of the sport and health in a valuable orientation the students.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 205					
A	B	C	D	E	FX
94,63	0,49	0,49	0,0	0,0	4,39
<b>Lecturers:</b> PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, Mgr. Jana Leginusová, Mgr. Tomáš Kuchár, PhD., PaedDr. Mikuláš Ortutay, Mgr. Martin Dovičák, PhD., Mgr. Júlia Raábová, PhD., Mgr. Branislav Nedbálek, PhD., Mgr. Tomáš Lovecký, Mgr. Martina Maheľová, PaedDr. Lucia Ondrušová					
<b>Last change:</b> 15.03.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-218/15	<b>Course title:</b> Popular Culture of English-Speaking Countries
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-218/19	
<b>Course requirements:</b> 1. Active participation in seminars based on a critical perception of the discussed works of popular culture as well as various theoretical texts. Discussions require the ability to understand an academic text, to evaluate one's own perception of works of popular culture, to find parallels and differences between the Anglophone environment and the Central European context, and also to communicate effectively one's own critical and fact-based opinion. (25% weight) 2. Written and oral assignments and tasks completed at home or in class. The assignments are done individually or in teams with the aim of finding a functional balance between individual and group work. Assignments and tasks take the form of short reactions and responses to the topics covered, summarizing the theoretical background and practical interpretation. (25% weight) 3. End-of-semester, final test in which students must demonstrate their ability to comment on a specific issue related to the individual topics. The test is written and consists of several questions that require an analysis and synthesis of the acquired knowledge as well as effective academic communication in English about the studied works of popular culture. (50% weight). Grading scale: A $\geq$ 92% B $\geq$ 84% C $\geq$ 76% D $\geq$ 68% E $\geq$ 60% Fx <60% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Students will gain an overview of anglophone popular culture from different geographical areas and will understand its importance in society as a source of identity of an individual or an entire community or nation, also within the context of different subcultures. Students will learn to view topics through a critical lens and use theoretical frameworks, while developing their communication skills in academic discussions of English speaking cultures. Upon successful completion of the course, students will have acquired better oral and written academic communication skills to discuss popular culture topics and be able to apply these effectively in, for example, curriculum development in secondary school English language teaching, or in translating and interpreting texts that require general knowledge and orientation in popular culture. Student will be able to respond adequately to academic stimuli (both orally and in writing), have appropriate presentation and discussion skills, and read professional literature with comprehension. The course also focuses on	

developing students' personal value attitudes in the spirit of the principles of humanism, tolerance and social awareness.

**Class syllabus:**

The course focuses on working with works of popular culture from English-speaking areas - film, television, music and performance art - to provide a context for popular production in anglophone contexts, as well as to enable students to critically perceive and discuss major social and cultural issues in these countries. The thematic scope is different each semester and reflects the most resonant themes in contemporary Western society (politics, the role of art in society, issues of individual freedom, the rise of technology and human enhancement, etc.).

**Recommended literature:**

BAZERMAN, Charles a Harvey S. WIENER. Side by Side: A Multicultural Reader. Boston: Houghton Mifflin, 1993. ISBN 0-395-63684-1.  
BERGER, Arthur Asa. Applied Discourse Analysis in Popular Culture, Media, and Everyday Life. Cham: Palgrave Macmillan, 2017. ISBN 978-3-319-83671-3.  
BERGER, Arthur Asa. Narratives in Popular Culture, Media, and Everyday Life. Thousand Oaks: SAGE, 1997. ISBN 0-7619-0345-3.  
COLOMBO, Gary, Robert CULLEN, Bonnie LISLE (eds.). Rereading America: Cultural Contexts for Critical Thinking and Writing. Boston: Bedford Books, 1998. ISBN 0-312-14837-2  
DANESI, Marcel. Popular Culture: Introductory Perspectives. Lanham: Rowman and Littlefield, 2019. ISBN 978-1-5381-0743-0.  
FISKE, John. Understanding Popular Culture. London: Routledge, 2010. ISBN 978-0-415-59652-7.  
LACKO, Ivan. Prekrásny nový postsvet: posthumánne situácie v literárnych a filmových dielach. Bratislava: Univerzita Komenského, 2021. ISBN 978-80-223-5266-6.  
MEYER, David S., Belinda ROBNETT, Nancy WHITTIER (eds.). Social Movements Identity, Culture, and the State. New York: Oxford University Press, 2002. ISBN 0-19-514356-6.

**Languages necessary to complete the course:**

The course requires English language competence at least at B2 level of CEFR.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 342

A	ABS	B	C	D	E	FX
49,12	0,29	28,07	10,82	4,09	3,51	4,09

**Lecturers:** doc. Mgr. Ivan Lacko, PhD., Mgr. Tomáš Eštok

**Last change:** 07.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-218/19	<b>Course title:</b> Popular Culture of English-Speaking Countries
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-buAN-218/15	
<b>Course requirements:</b> 1. Active participation in seminars based on a critical perception of the discussed works of popular culture as well as various theoretical texts. Discussions require the ability to understand an academic text, to evaluate one's own perception of works of popular culture, to find parallels and differences between the Anglophone environment and the Central European context, and also to communicate effectively one's own critical and fact-based opinion. (25% weight) 2. Written and oral assignments and tasks completed at home or in class. The assignments are done individually or in teams with the aim of finding a functional balance between individual and group work. Assignments and tasks take the form of short reactions and responses to the topics covered, summarizing the theoretical background and practical interpretation. (25% weight) 3. End-of-semester, final test in which students must demonstrate their ability to comment on a specific issue related to the individual topics. The test is written and consists of several questions that require an analysis and synthesis of the acquired knowledge as well as effective academic communication in English about the studied works of popular culture. (50% weight). <b>Grading scale:</b> A ≥92% B ≥84% C ≥76% D ≥68% E ≥60% Fx <60% <b>Scale of assessment (preliminary/final):</b> 100/0	
<b>Learning outcomes:</b> Students will gain an overview of anglophone popular culture from different geographical areas and will understand its importance in society as a source of identity of an individual or an entire community or nation, also within the context of different subcultures. Students will learn to view topics through a critical lens and use theoretical frameworks, while developing their communication skills in academic discussions of English speaking cultures.	

Upon successful completion of the course, students will have acquired better oral and written academic communication skills to discuss popular culture topics and be able to apply these effectively in, for example, curriculum development in secondary school English language teaching, or in translating and interpreting texts that require general knowledge and orientation in popular culture. Student will be able to respond adequately to academic stimuli (both orally and in writing), have appropriate presentation and discussion skills, and read professional literature with comprehension.

The course also focuses on developing students' personal value attitudes in the spirit of the principles of humanism, tolerance and social awareness.

**Class syllabus:**

The course focuses on working with works of popular culture from English-speaking areas - film, television, music and performance art - to provide a context for popular production in anglophone contexts, as well as to enable students to critically perceive and discuss major social and cultural issues in these countries.

The thematic scope is different each semester and reflects the most resonant themes in contemporary Western society (politics, the role of art in society, issues of individual freedom, the rise of technology and human enhancement, etc.).

**Recommended literature:**

BAZERMAN, Charles a Harvey S. WIENER. Side by Side: A Multicultural Reader. Boston: Houghton Mifflin, 1993. ISBN 0-395-63684-1.

BERGER, Arthur Asa. Applied Discourse Analysis in Popular Culture, Media, and Everyday Life. Cham: Palgrave Macmillan, 2017. ISBN 978-3-319-83671-3.

BERGER, Arthur Asa. Narratives in Popular Culture, Media, and Everyday Life. Thousand Oaks: SAGE, 1997. ISBN 0-7619-0345-3.

COLOMBO, Gary, Robert CULLEN, Bonnie LISLE (eds.). Rereading America: Cultural Contexts for Critical Thinking and Writing. Boston: Bedford Books, 1998. ISBN 0-312-14837-2

DANESI, Marcel. Popular Culture: Introductory Perspectives. Lanham: Rowman and Littlefield, 2019. ISBN 978-1-5381-0743-0.

FISKE, John. Understanding Popular Culture. London: Routledge, 2010. ISBN 978-0-415-59652-7.

MEYER, David S., Belinda ROBNETT, Nancy WHITTIER (eds.). Social Movements Identity, Culture, and the State. New York: Oxford University Press, 2002. ISBN 0-19-514356-6.

**Languages necessary to complete the course:**

Participation in the course requires English language skills at least at B2 level according to the CEFR.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 220

A	ABS	B	C	D	E	FX
47,73	0,0	21,36	14,55	5,0	5,0	6,36

**Lecturers:** doc. Mgr. Ivan Lacko, PhD., Mgr. Tomáš Eštok

**Last change:** 08.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-05/15	<b>Course title:</b> Practical English Classes
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: - 20 % active participation - 25 % short written assignments aimed at target vocabulary and grammar - 25 % tests - 30 % oral exam assessing a student's speaking skills (fluency, discourse management, pronunciation, grammar, vocabulary) Grading scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Max. 2 absences without documentation. Academic dishonesty shall be penalized by a lower grade or disciplinary complaint depending on how serious it is. Deadlines and continuous assessment criteria shall be notified in the first week of the semester as required by the Study Regulations. Continuous/Final assessment ratio: 100/0% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, students will have consolidated their speaking and writing skills in English at B2 CEFR level and further developed them with the aim to achieve C1 level. They will be able to read and understand longer and more demanding texts, express ideas fluently, with ease, without too much searching for words, flexibly and effectively use the language in a variety of life situations, create clear, well-structured texts even on more complex topics.	
<b>Class syllabus:</b> 1. Listening to and comprehending authentic texts in English 2. Developing communication skills 3. Developing and expanding vocabulary in different walks of social life 4. Developing writing skills	
<b>Recommended literature:</b>	

<p>OXENDEN, Clive a Christina LATHAM-KOENIG. New English File Advanced. Student's Book. Oxford: Oxford University Press, 2010. ISBN 978-0-19-459458-5.  VINCE, Michael. Advanced Language Practice. Grammar and Vocabulary. Oxford: Macmillan, 2009. ISBN 978-0-2307-2703-8.  Additional materials might be used.</p>						
<p><b>Languages necessary to complete the course:</b>  B2 CEFR level English is a prerequisite for participation in this course.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>  Total number of evaluated students: 792</p>						
A	ABS	B	C	D	E	FX
54,29	0,0	29,42	7,83	3,41	1,77	3,28
<p><b>Lecturers:</b> M. A. Linda Steyne, PhD., Mgr. Klaudia Rybovičová, Mgr. Simona Bajáková, PhD., Mgr. Michaela Hroteková, PhD., Mgr. Lucia Grauzľová, PhD., PhDr. Beáta Borošová, PhD., Mgr. Tomáš Eštok, Mgr. Zuzana Hudáková, Mgr. Dominika Mihal'ová</p>						
<p><b>Last change:</b> 04.04.2022</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-682/22	<b>Course title:</b> Preparation Tasks for Programming Competitions
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student can get 30% points for active participation in seminars, 20% for the design and preparation of methodological procedures for solving tasks and 50% for the design, formulation and solution of their own tasks. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- identifies and examines tasks from various IT competitions</li> <li>- according to the text of the task can specify the IT knowledge needed to solve it</li> <li>- is able to design their own assignments for the IT competition, while being able to take into account the age and knowledge of students that are necessary to solve it</li> <li>- processes the proposed tasks into a suitable form, e.g. website, forms</li> <li>- verifies the tasks in a small group of students and processes the results of their observations using qualitative research methods</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Overview of Slovak and foreign IT competitions</li> <li>- Classification of tasks according to the age of students</li> <li>- Tasks of the iBobor competition</li> <li>- Creating assignments that contain the same IT concepts but have different motivations</li> <li>- Characteristics of the task according to the age of students</li> <li>- Design of interactive tasks for competitions</li> <li>- Preparation of graded sequences of tasks on various IT topics</li> <li>- Designing websites, forms or other systems in which students can solve tasks</li> <li>- Design and implementation of qualitative research with prepared tasks</li> <li>- Evaluation and presentation of research</li> </ul>	
<b>Recommended literature:</b> own electronic texts published on the website, resp. in the Moodle environment	

<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 5					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Monika Tomcsányiová, PhD.					
<b>Last change:</b> 23.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-681/22	<b>Course title:</b> Preparation and Publication of Pedagogical Research
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 1	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Working on a project from the researcher's point of view processing and presentation of a publishable article (100%) Ongoing evaluation: Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- is able to design research from the scientific or professional field of informatics according to his interest (formulate the goal, choose the research methods, research sample and data processing methods)</li> <li>- processes its research in a form suitable for publication</li> <li>- write the article to an appropriate extent</li> <li>- present the processed results of their own scientific work to a suitable professional audience</li> </ul>	
<b>Class syllabus:</b> Solving a partial problem of a research problem. Involvement of students in scientific work under the guidance of pedagogical and scientific staff. Content, scope and processing of research scientific work into an article. Utilize and process literature and web resources. Public presentation of achieved results.	
<b>Recommended literature:</b> own electronic texts published on the website, resp. in the Moodle environment various electronic, magazine and book materials that relate to the issues addressed	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 2					
A	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0
<b>Lecturers:</b> Mgr. Lucia Budinská, PhD., doc. Mgr. Karolína Miková, PhD.					
<b>Last change:</b> 21.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-140/22	<b>Course title:</b> Programming (1)
<b>Educational activities:</b> <b>Type of activities:</b> lecture / practicals <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 26 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous evaluation: the course is scored, the maximum number of points for the course is 150. The student gains continuous (weekly) points for solved problem tasks (70 pts), two interm tests (20 pts total), solved project (20 pts), active work during the semester (10 pts), and for solving assigned programming problems on the exam (30 pts). The student must earn a minimum of 58 points during the semester. Detailed grading requirements will be specified by the instructor at the beginning of the semester. Exam: In the form of solving a set of programming problems at the computer. A 92%, B 84%, C 76%, D 68%, E 60%. Scale of assessment (preliminary/final): 70/30 The results of problems solved and active participation in seminars are counted towards the final maximum of 60 points a student can earn during the semester. An additional 10 points can be earned for completing a more complex research-oriented project (within a specified time, essentially before the final exam). The remaining 30 points is the maximum possible score for solving a set of problems on the exam. The time for solving it is usually 120 minutes, directly behind the computer.	
<b>Learning outcomes:</b> Develop a systematic understanding of the basics of programming in a programming language appropriate to the state of knowledge. Develop understanding of basic programming concepts and practices that is characterized by the ability to: <ul style="list-style-type: none"> <li>· program the solution of a given problem, explain the function of the individual elements in it at the level of commands, control structures and the whole. Explain the strategy (algorithm) of the learner's solution, debug the solution, know how to modify it according to the requirements,</li> <li>· analyse the program code (created by themselves or by someone else), verify its behaviour, recognise the basic concepts and procedures in it (also comparing it with other programming environments that students have already encountered in primary and secondary school, including programmable robotic building blocks and toys),</li> <li>· explore a programming solution (created by someone else) using the decomposition method, to verify its behaviour, in various cases,</li> <li>· compare and explain the differences in various solutions of the same or similar problem.</li> </ul>	
<b>Class syllabus:</b>	

the environment and options for direct control, the executor and its settings, the use and modification of settings,  
 elements of the programming language, command with no input, command with one or more inputs, groups of commands and their execution and reexecution,  
 creation of a user's command, its definition, use and modification, use of randomness, generation of random values and their use with various constraints,  
 creating and using an expression as an input to a command,  
 other control structures,  
 conditions and visualizing their changing values, use of conditions in computation,  
 working with multiple sprites, cooperation and communication between multiple sprites, programmed animations,  
 requested input and working with input value; variable and working with it,  
 creating and using composite data, working with a list, data visualisation

**Recommended literature:**

the lecturer's own electronic study materials published on the course website or in the Moodle system

Vickers, V.: How to Think Like a Programmer. Course Technology, 2008, 611 p.

Vaniček, J., Nagyová, I., Tomcsányiová, M.: Programování ve Scratch pro 2. stupeň základní školy. University of South Bohemia in České Budějovice, 2020.

Černochová, M., Vaňková, P., Štípek, J.: Programování ve Scratch pro pokročilé – projekty pro 2. stupeň základní školy. University of South Bohemia in České Budějovice, 2020. · Blaho, A.,

Salanci, L., Šimandl, V.: Programování v jazyce Python pro střední školy. University of South Bohemia in České Budějovice, 2020. · Guniš, J., Šnajder, L.: Programovanie v Pythone 1. Pavol Jozef Šafárik University in Košice, 2021, 170 p.

**Languages necessary to complete the course:**

Slovak, for the study of some materials secondary also English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 118

A	B	C	D	E	FX
45,76	16,1	15,25	5,08	5,93	11,86

**Lecturers:** prof. RNDr. Ivan Kalaš, PhD.

**Last change:** 23.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-141/22	<b>Course title:</b> Programming (2)
<b>Educational activities:</b> <b>Type of activities:</b> lecture / practicals <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 26 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FMFL.KDMFI/1-UIN-140/22 - Programming (1)	
<b>Course requirements:</b> Continuous assessment: assessment of homework(5%), short tests(40%), a project (10%) and one final test (15%) Examination: practical programming examination Indicative grading scale: A 88%, B 81%, C 74%, D 67%, E 60% Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> After completing the course, students will have mastered the basics of programming in an object-oriented programming language, will understand the syntax and semantics of simple program constructs, will be able to use the basic constructs and basic data structures of the programming language and also basic algorithms in creating programs to solve simple problems. They will be able to analyse programming code and detect errors in it.	
<b>Class syllabus:</b> Brief outline of the course: programming language environment, basic concepts and programming constructs (variable, command, program, assignment, conditional statements, loops, input, output) basic data types and data structures of the language (integer type, decimal type, logical type, string, ...) basic work with graphics, generation and use of random values functions without return value and with return value basic structured types and files events in the graphical area basic algorithms with numbers, on structured types, with graphical commands, for user interaction, etc. basics of object-oriented programming (class, object, encapsulation, inheritance)	
<b>Recommended literature:</b> the teacher's own electronic study materials published on the course website or in the Moodle system	

<p>Blaho, A., Salanci, L., Šimandl, V.: Programování v jazyce Python pro střední školy. Jihočeská univerzita v Českých Budějovicích, 2020.  Guniš, J., Šnajder, L.: Programovanie v Pythone 1. Univerzita Pavla Jozefa Šafárika v Košiciach, 2021, 170 p.  Kučera, P.: Programujeme v Pythone, e-kniha, 2017</p>					
<p><b>Languages necessary to complete the course:</b> Slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Past grade distribution</b> Total number of evaluated students: 89</p>					
A	B	C	D	E	FX
40,45	20,22	17,98	11,24	0,0	10,11
<p><b>Lecturers:</b> doc. RNDr. Zuzana Kubincová, PhD., PaedDr. Andrea Hrušecká, PhD.</p>					
<p><b>Last change:</b> 22.06.2022</p>					
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-241/15	<b>Course title:</b> Programming (3)
<b>Educational activities:</b> <b>Type of activities:</b> lecture / practicals <b>Number of hours:</b> <b>per week: 2 / 2 per level/semester: 26 / 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FMFL.KDMFI/1-UIN-141/22 - Programming (2)	
<b>Course requirements:</b> Continuous assessment: assessment of homework (5%), short tests (40%), a project (10%) and one final test (15%) Examination: practical programming examination Indicative grading scale: A 88%, B 81%, C 74%, D 67%, E 60% Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> After completing the course, students will be able to use more complex data types and program constructs of the object-oriented programming language and basic algorithms for working with them, they will better understand the principles of object-oriented programming, they will be able to program the solution of more complex problems and analyze more complex programs.	
<b>Class syllabus:</b> - other data types and program constructs - recursion - polymorphism - working with images and animation - linked structures - algorithms on more complex structures	
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>• the teacher's own electronic study materials published on the course website or in the Moodle system</li> <li>• Pecinovský, R.: Začínáme programovat v jazyku Python. Grada, 2020, S. 272</li> <li>• Guniš, J., Šnajder, E.: Programovanie v Pythone 1. Univerzita Pavla Jozefa Šafárika v Košiciach, 2021, S. 170</li> <li>• Kučera, P.: Programujeme v Pythone, e-kniha, 2017</li> </ul>	
<b>Languages necessary to complete the course:</b> Slovak	

<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 84					
A	B	C	D	E	FX
44,05	21,43	13,1	7,14	8,33	5,95
<b>Lecturers:</b> doc. RNDr. Zuzana Kubincová, PhD.					
<b>Last change:</b> 19.09.2025					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-327/22	<b>Course title:</b> Programming Etudes (1)
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: The student can get 50% points for the elaboration of tasks at the seminar, another 50% for the design, implementation and presentation of the project. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- can assess whether the programming environment is suitable for a given level of education</li> <li>- uses more advanced techniques of the programming environment for students at the 2nd level of elementary school</li> <li>- Designs and programs projects and small educational applications</li> <li>- when solving problems, he can choose the right programming technique and implement it</li> <li>- can decide whether the programming technique is suitable for the given level of education</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- programming techniques: mouse click on an object on the stage</li> <li>- data structure list and its use in the programming environment</li> <li>- programming techniques: the use of data list structure in solving tasks</li> <li>- programming techniques: moving the object using the keys</li> <li>- programming techniques enabling animations in the programming environment</li> <li>- programming techniques leading to an object-oriented approach</li> <li>- more advanced programming techniques leading to parallelism</li> <li>- project specification and design</li> <li>- project implementation, error tuning</li> <li>- project demonstration, evaluation and project discussion</li> </ul>	
<b>Recommended literature:</b> own electronic texts published on the website, resp. in the Moodle environment	
<b>Languages necessary to complete the course:</b> Slovak	

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 79					
A	B	C	D	E	FX
62,03	10,13	12,66	11,39	2,53	1,27
<b>Lecturers:</b> doc. PaedDr. Monika Tomcsányiová, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-325/22	<b>Course title:</b> Programming Etudes (2)
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: 60% elaboration of assignments at the seminar, homework, 40% final project. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- designs and implements several graded programming projects from the teacher's practice.</li> <li>- can find errors in the source code, e.g. its stepping, checklists.</li> <li>- is able to discuss several solutions to the same programming problem.</li> <li>- is able to implement some solutions.</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Programming techniques for solving problems using cycles, conditions and fields.</li> <li>- Creating graded projects to solve more complex tasks.</li> <li>- Use of recursion to implement different types of sorting, visualization.</li> <li>- Solving high school programming tasks from various competitions</li> <li>- project specification and design</li> <li>- project implementation, error tuning</li> <li>- project demonstration, evaluation and project discussion</li> </ul>	
<b>Recommended literature:</b> own electronic texts published on the website, resp. in the Moodle environment	
<b>Languages necessary to complete the course:</b> Slovak	
<b>Notes:</b>	

<b>Past grade distribution</b>					
Total number of evaluated students: 60					
A	B	C	D	E	FX
81,67	8,33	1,67	5,0	0,0	3,33
<b>Lecturers:</b> doc. PaedDr. Monika Tomcsányiová, PhD., PaedDr. Andrea Hrušecká, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-351/17	<b>Course title:</b> Programming in JavaScript
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> The student can get 50% points for studying and applying the features of the JavaScript programming language. He can get another 50% of points for programming the assigned tasks during the seminars. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"><li>- knows the commands of JavaScript, a language that is suitable for creating applications that work in a web browser</li><li>- Understands how to embed JavaScript code in an html page</li><li>- recognizes and explains the function of individual elements that are part of the html code and whose actions are linked to JavaScript</li><li>- is able to write and debug its problem solution in JavaScript language</li></ul>	
<b>Class syllabus:</b> Course contents: Basic structures of JavaScript: variables, Boolean expressions JS and html collaboration JS and functions Design for repetition Branching in JS One-dimensional arrays, array rendering Two-dimensional arrays, Life game Mouse events - click Mouse events - dragging Special event customization and syntax for mobile devices Working with images in JS	
<b>Recommended literature:</b>	

Tomcsányiová, M .: JavaScript: from Introduction to Games, internal material of the Department of Didactics of the IFI, FMFI Comenius University in Bratislava, 2021  
JavaScript website  
own electronic texts published on the website, resp. in the Moodle environment

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 49

A	B	C	D	E	FX
61,22	6,12	10,2	12,24	2,04	8,16

**Lecturers:** doc. PaedDr. Monika Tomcsányiová, PhD.

**Last change:** 23.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-349/22	<b>Course title:</b> Programming of Application for WEB
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b> FMFL.KDMFI/1-UIN-355/22 - Introduction to Web Documents Formation	
<b>Course requirements:</b> Continuous assessment: practical tasks (100%) Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, students will be able to create a simple web application on the server side with the possibility of personalized access to individual parts of the application. The data will be stored in a database.	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Server-side web applications</li> <li>- Introduction to PHP</li> <li>- Basic constructions of language (1) - variables, constants, strings, operators, conditions, cycles</li> <li>- Basic language constructions (2) - working with date and time, fields, functions for working with fields and strings</li> <li>- Reuse code</li> <li>- Form processing, processing and treatment of inputs</li> <li>- SESSION, COOKIES</li> <li>- Introduction to working with a database</li> <li>- Basic queries to the database - SELECT, INSERT, UPDATE, DELETE</li> <li>- Linking PHP to a database</li> <li>- Working with multiple tables at once</li> </ul>	
<b>Recommended literature:</b> PHP and MySQL: Web Application Development / Luke Welling, Laura Thomson; Translation by Jan Kuklínek. Prague: SoftPress, 2005 We program PHP professionally / Jesus Castagnetto ... [et al.]; Translation by Ludvík Roubíček. Brno: Computer Press, 2004 Own electronic texts of the subject, published via the subject's website, resp. Moodle system.	
<b>Languages necessary to complete the course:</b>	

Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b>					
Total number of evaluated students: 41					
A	B	C	D	E	FX
34,15	17,07	21,95	21,95	2,44	2,44
<b>Lecturers:</b> PaedDr. Roman Hrušecký, PhD.					
<b>Last change:</b> 23.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-250/00	<b>Course title:</b> Propedeutics of Informatics Education (1)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Course requirements:</b> active participation in seminars and at least 50% of the semester Continuous assessment: active participation in seminars (50%) and homework (30%) Final test (20%) Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 80/20	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- knows the content and scope of the subject of informatics determined by the State Educational Program for various types and levels of schools</li> <li>- will be able to design and evaluate curricula for the subject Informatics</li> <li>- is able to identify the basic steps in creating the educational content of the lesson</li> <li>- can interpret and evaluate available methodological materials</li> <li>- acquires basic pedagogical habits</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- Computer science teacher</li> <li>- Informatics in other countries</li> <li>- Curriculum analysis using Brunner's concept</li> <li>- Phases of teaching in computer science teaching</li> <li>- Educational goals of the subject of informatics at the 2nd level of elementary school and high school</li> <li>- Educational goals of individual topics of informatics</li> <li>- School curricula and curricula</li> <li>- Project teaching</li> <li>- Work with methodical materials</li> <li>- Planning and implementation of evaluation in the subject of informatics</li> </ul>	
<b>Recommended literature:</b> own electronic texts published	

From educational program to teaching lesson / Marvin Pasch ... [et al.]; translated by Milan Koldinský. Prague: Portal, 2005  
Školní didaktika / Zdeněk Kalhous, Otto Obst ... [et al.]. Prague: Portal, 2002  
Transformations of the school in the digital age / Ivan Kalaš and team. Bratislava: Slovenské pedagogické nakladateľstvo - Mladé letá, 2013

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 225

A	B	C	D	E	FX
73,33	8,44	8,44	3,11	0,89	5,78

**Lecturers:** Mgr. Jakub Krcho, doc. Mgr. Karolína Miková, PhD.

**Last change:** 21.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-251/00	<b>Course title:</b> Propedeutics of Informatics Education (2)
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I., II., N	
<b>Prerequisites:</b> FMFL.KDMFI/1-UIN-250/00 - Propedeutics of Informatics Education (1)	
<b>Course requirements:</b> Interim evaluation: active participation in seminars (presentation of preparation (50%) and feedback (50%)) Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will have experience in using theoretical knowledge in creating preparations for the lesson. He will be able to critically evaluate the design and implementation of the lesson and express his opinion in the discussion. The student will have built some basic pedagogical habits.	
<b>Class syllabus:</b> Course contents: Students will create preparations for computer science lessons for the following topics: Anti-virus and anti-spyware programs Internet security and risks Working with tables Working with presentations Working with graphics Working with sound Working with text Working with a website Encryption Coding Working with multimedia Communication tools Web search In the form of a simulation, the lessons will test the preparations made and then discuss them.	

**Recommended literature:**

From educational program to teaching lesson / Marvin Pasch ... [et al.]; translated by Milan Koldinský. Prague: Portal, 2005

Informatics for secondary schools: učebnica / Ivan Kalaš ... [et al.]. Bratislava: Slovenské pedagogické nakladateľstvo, 2005

Transformations of the school in the digital age / Ivan Kalaš and team. Bratislava: Slovenské pedagogické nakladateľstvo - Mladé letá, 2013

Work with graphics: thematic notebook for the 1st year of grammar schools, for the fifth of eight-year grammar schools / Ľubomír Salanci. Bratislava: Slovenské pedagogické nakladateľstvo, 2000

own electronic texts published on the website, resp. in the Moodle environment

**Languages necessary to complete the course:**

Slovak

**Notes:****Past grade distribution**

Total number of evaluated students: 177

A	B	C	D	E	FX
74,01	6,78	8,47	2,26	2,82	5,65

**Lecturers:** Mgr. Jakub Krcho, PaedDr. Mgr. Natália Kováčová, PhD., doc. Mgr. Karolína Miková, PhD.

**Last change:** 21.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI-PriF.KDPP/1- UXX-141/22	<b>Course title:</b> Psychology for Teachers (1)
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 26 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FMFI-PriF.KDPP/1-UXX-131/10	
<b>Course requirements:</b> The course is completed by an exam, the evaluation ratio is 50% of the continuous evaluation + 50% of the final evaluation. Interim evaluation includes a midterm test (30% of evaluation) and a seminar paper (20% of evaluation). The final evaluation includes the final exam (50% of the evaluation). To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-92%, excellent - excellent results), B (91-84%, very good - above average standard), C (83-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (67-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The aim of the course Psychology for Teachers 1 is to make basic information about the general laws of human experience and behavior so that they can provide a platform for understanding the functioning of the human psyche and synthesize psychological knowledge, facts, theories, research approaches to a comprehensive view of the individual's psyche for creative professional application. in pedagogical practice. After completing the course, the student is able to orientate in the terminology of general and developmental psychology, can apply the knowledge of general and developmental psychology in the educational context, knows the laws of psychology, especially with regard to the needs of lower and upper secondary education, knows the laws of cognitive processes and their application in the educational process.	
<b>Class syllabus:</b>	

1. Introduction to psychology: psychology as a science, the subject of psychological research, approaches in psychology, the importance and use of psychology in the school environment and in the work of teachers.
2. Research and research methods in psychology: the importance of scientific knowledge, features of scientific work and methodology of psychological research.
3. Research and definition of mental processes. Mental and cognitive processes. Cognitive processes in the developmental and educational context in the school environment
  - a. perception, current research and its applications in the school environment. Interpretation and distortions in connection with the perception of the teacher.
  - b. Attention processes. Attention concentration, switching, current approaches. Multitasking and attention in the context of school performance and success.
  - c. Memory processes. Basic models of memory and their relation to education. Elaboration as a tool for effective remembering. Interference. Memory as an ability.
4. Representation and organization of knowledge, thinking: characteristics of thinking and its types. Terms: their connection and learning. Judgment and decision making. Fixed and growth-oriented mind settings. Problem solving: types of problems, problem solving strategies.
5. Intelligence: theory of intelligence, measurement of intelligence. Stability and development of intellectual abilities in relation to education. Intellectual talent.
6. Introduction to developmental psychology. Basic concepts, subject of research and methods of developmental psychology.
7. Mental development in general - determinants of development, character and types of developmental changes, characteristics of development from a psychological point of view, critical periods in development.
8. Selected developmental theories I.
9. Selected developmental theories II.
10. Periodization of development and characteristics of individual development periods I. with emphasis on the period of school age
11. Periodization of development and characteristics of individual development periods II. with an emphasis on adolescence
12. Basics of developmental psychopathology.

**Recommended literature:**

- ATKINSON, R.C. et al. (2003) Psychology. Prague: Portal.
- FONTANA, D. (1997) Psychology in school practice. Prague: Protal.
- HORT, V. et al. (2008) Child and adolescent psychiatry. Prague: Portal
- HOLEČEK, V. (2014) Psychology in teaching practice. Prague: City.
- LANGMEIER, J.-KREJČÍŘOVÁ, D. (2006). Developmental Psychology. City.
- STERNBERG, R., J. (2009). Cognitive psychology. Portal.
- VÁGNEROVÁ, M. (2000) Developmental psychology. Childhood, adulthood, old age. Prague: Portal.
- VESELSKÝ, M. (2001) Educational Psychology 1. Theory and practice. Bratislava: Comenius University.
- VESELSKÝ, M. (2005) Educational Psychology 2. Theory and practice. Bratislava: Comenius University.

**Languages necessary to complete the course:**

Slovak and Czech language, English language (text comprehension)

**Notes:**

<b>Past grade distribution</b>					
Total number of evaluated students: 697					
A	B	C	D	E	FX
22,96	16,5	23,53	17,36	15,64	4,02
<b>Lecturers:</b> Mgr. Eva Paulisová, PhD., PhDr. ThLic. Peter Ikhardt, PhD., RNDr. Jana Ciceková, PhD.					
<b>Last change:</b> 16.09.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI-PriF.KDDP/1- UXX-142/22	<b>Course title:</b> Psychology for Teachers (2)
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 2 <b>per level/semester:</b> 26 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., II., N	
<b>Prerequisites:</b> FMFI-PriF.KDPP/1-UXX-141/22 - Psychology for Teachers (1)	
<b>Antirequisites:</b> FMFI-PriF.KDPP/1-UXX-135/10	
<b>Course requirements:</b> The course is completed by an exam, the evaluation ratio is 50% of the continuous evaluation + 50% of the final evaluation. Continuous assessment includes active participation in seminars (at least 80% of the teaching part), presentation of the selected topic (20%) and elaboration of an essay (30%). Completion of these assignments is a condition of admission to the final exam. The final evaluation includes the final exam (50% of the evaluation). To successfully complete the course, it is necessary to obtain at least 60% of points. The rating is given on a scale: A (100-92%, excellent - excellent results), B (91-84%, very good - above average standard), C (83-76%, good - normal reliable work), D (75-68%, satisfactory - acceptable results), E (68-60%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) Scale of assessment (preliminary/final): 50/50	
<b>Learning outcomes:</b> The aim of the course Psychology for Teachers 2 is to make available the knowledge of personality psychology and educational psychology so that they can form the basis for understanding the functioning of the human psyche and synthesize psychological knowledge and theories into a comprehensive view of the individual's psyche for creative professional application in pedagogical practice. The aim of the course is also to increase the sensitivity of students to interindividual diversity in the school environment, to develop their psychological literacy and ability to apply current knowledge of theoretical and applied psychological disciplines in educational practice. After completing the course, the student is able to orientate in the terminology of personality psychology and educational psychology and can use the knowledge from these disciplines in designing an educational unit, knows the psychological context of the educational process.	

**Class syllabus:**

1. Personality psychology and interindividual differences. Understanding personality in psychology. Application of personality psychology in pedagogical practice.
2. Biological and social bases of personality. Personality structure - temperament, character, abilities, motivation.
3. Personality typologies and their importance in educational practice. Personality of the teacher.
4. Psychology of learning - types, laws and conditions of learning. Selected approaches and theories of learning.
5. Psychological issues of motivation in the field of education. Resources and factors influencing motivation. Types of motivation. Selected theories of motivation. Performance motivation, goals and self-regulation.
6. Creativity in education - conditions and models of creative learning. Increasing creativity in students.
7. Pupils' performance in the educational process. School success vs. failure, failure of students. Psychological testing of students. Test and pre-test conditions. Evaluation and self-evaluation.
8. Psychosocial climate and class / school atmosphere as a factor of optimal education. Classroom communication. Class engagement and teacher influence. School classroom management and administration.
9. School class as a social group, the position of the individual - the student in it.
10. Learning disabilities. Pupils' problems in survival and behavior. Emotionality, self-image and aggression in the school environment. Psychological aspects of school inclusion. The role of the school psychologist and his help to the school.
11. Positive psychology in the school environment. Empathy and prosocial behavior in the classroom. Emotions in education and their importance. Active participation, interest, commitment, curiosity.
12. Personality in difficult life situations. Stress management. Load resistance. Mental health and psychohygiene at school. Prevention of bullying, mobbing and burnout.

**Recommended literature:**

- ATKINSON, R.C. et al. (2003) Psychology. Prague: Portal.
- ČÁP, P. & MAREŠ, J. (2001) Psychology for Teachers. Prague: Portal.
- FONTANA, D. (1997) Psychology in school practice. Prague: Protal.
- HOLEČEK, V. (2014) Psychology in teaching practice. Prague: City.
- VÁGNEROVÁ, M. (2005). School counseling psychology for teachers. Prague: Karolinum
- VÁGNEROVÁ, M. (2010). Personality psychology. Prague: Karolinum
- VENDEL, S. (2007). Educational psychology. Bratislava: Epos
- VESELSKÝ, M. (2001) Educational Psychology 1. Theory and practice. Bratislava: Comenius University.
- VESELSKÝ, M. (2005) Educational Psychology 2. Theory and practice. Bratislava: Comenius University.

**Languages necessary to complete the course:**

Slovak and Czech language, English language (text comprehension)

**Notes:****Past grade distribution**

Total number of evaluated students: 524

A	B	C	D	E	FX
30,53	20,8	19,47	17,56	8,59	3,05

<b>Lecturers:</b> Mgr. Eva Paulisová, PhD., RNDr. Jana Ciceková, PhD.
<b>Last change:</b> 16.09.2022
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-354/22	<b>Course title:</b> Robotic Kits as Pedagogical Tools
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Evaluation during semester: active participation, work on project during lessons (100%) Scale of assessment (preliminary/final): 100 / 0	
<b>Learning outcomes:</b> The student: <ul style="list-style-type: none"> <li>- try out the implementation of activities for primary school students</li> <li>- get acquainted with several robotic toys</li> <li>- discuss the possible use of robotic toys in various subjects at school;</li> <li>- get acquainted with project teaching and constructionist form of teaching and will be able to apply the basic principles of these forms in educational activities with robotic toys</li> <li>- will independently design, solve and present robotic projects</li> </ul>	
<b>Class syllabus:</b> <ul style="list-style-type: none"> <li>- simulation of an inexperienced teacher</li> <li>- acquaintance with new technology</li> <li>- analysis of the control tool</li> <li>- work with methodical materials</li> <li>- creative activities with a selected robotic toy</li> <li>- didactic view of robotic toys</li> <li>- presenting findings and learning feedback</li> </ul>	
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>- Further education of primary and secondary school teachers in the subject of informatics: Didactics of robotic building blocks: 1.2 Education of unqualified informatics teachers at the 2nd level of primary school and at secondary school / Martina Kabátová, ... [et al.]. Bratislava: State Pedagogical Institute, 2010</li> <li>- Transformations of the school in the digital age / Ivan Kalaš a kolektív. Bratislava: Slovenské pedagogické nakladateľstvo - Mladé letá, 2013</li> <li>- Getting Started with LEGO Robotics: A Guide for K-12 Educators / Mark gura. International Society for Technology in Education.</li> </ul>	

<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 194					
A	B	C	D	E	FX
92,78	3,09	1,03	0,52	0,0	2,58
<b>Lecturers:</b> doc. Mgr. Karolína Miková, PhD., Mgr. Jakub Krcho					
<b>Last change:</b> 22.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-161/00		<b>Course title:</b> Russian Language (1)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 1.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Basic communication in Russian, developing other Russian language skills - listening comprehension, reading and writing.					
<b>Class syllabus:</b> To master the fundamentals of general Russian. The language level is A1. Learning the Cyrillic (Russian) alphabet, gaining basic language competence, building up skills and confidence in dealing with unfamiliar authentic and semi-authentic texts. The subject provides a course in Russian language for beginners.					
<b>Recommended literature:</b> The textbook: : Точка Ру А1 (Ольга Долматова, Екатерина Новачац), pracovné karty Падежи 1 (Л.С. Безкорвайная, В.Е. Штыленко).					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 746					
A	B	C	D	E	FX
57,77	16,62	11,13	4,16	1,74	8,58
<b>Lecturers:</b> Viktoria Mirsalova					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-162/00		<b>Course title:</b> Russian Language (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Basic communication in Russian, developing other Russian language skills - listening comprehension, reading and writing.					
<b>Class syllabus:</b> To master the fundamentals of general Russian. Learning the Cyrillic (Russian) alphabet, gaining basic language competence, building up skills and confidence in dealing with unfamiliar authentic and semi-authentic texts. The subject continues the program of Russian language (1) and provides a course of Russian for beginners.					
<b>Recommended literature:</b> Textbook: Точка Ру А1 (Ольга Долматова, Екатерина Новачац), pracovné karty Падежи 1 (Л.С. Безкоровайная, В.Е. ШТЫЛЕНКО).					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 435					
A	B	C	D	E	FX
63,91	16,09	8,97	3,91	0,92	6,21
<b>Lecturers:</b> Viktoria Mirsalova					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-261/00		<b>Course title:</b> Russian Language (3)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Basic communication in Russian, developing other Russian language skills - listening comprehension, reading and writing.					
<b>Class syllabus:</b> Learning the handwritten Russian (Russian Cursive Cyrillic), developing further language skills, gaining knowledge of Russian culture, history and way of life, pre-intermediate to intermediate grammar and vocabulary. The course "Russian for Intermediate Students" is a follow-up to "Russian for Beginners". The subject of the course is general Russian in the range appropriate to the given level.					
<b>Recommended literature:</b> Точка Ру А2 (Ольга Долматова, Екатерина Новачац) a Short Stories in Russian (Olly Richards, Alex Rowlings)					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 215					
A	B	C	D	E	FX
68,84	17,67	9,3	2,33	0,0	1,86
<b>Lecturers:</b> Viktoria Mirsalova					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-262/00		<b>Course title:</b> Russian Language (4)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 4.					
<b>Educational level:</b> I., I.II., II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Learning the handwritten Russian (Russian Cursive Cyrillic), developing further language skills, gaining knowledge of Russian culture, history and way of life, pre-intermediate to intermediate grammar and vocabulary.					
<b>Class syllabus:</b> Learning the handwritten Russian (Russian Cursive Cyrillic), developing further language skills, gaining knowledge of Russian culture, history and way of life, pre-intermediate to intermediate grammar and vocabulary. The course "Russian for Intermediate Students" is a follow-up to "Russian for Beginners". The subject of the course is general Russian in the range appropriate to the given level.					
<b>Recommended literature:</b> Точка Ру А2 (Ольга Долматова, Екатерина Новачац) a Short Stories in Russian (Olly Richards, Alex Rowlings)					
<b>Languages necessary to complete the course:</b>					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 153					
A	B	C	D	E	FX
74,51	14,38	7,19	2,61	0,65	0,65
<b>Lecturers:</b> Viktoria Mirsalova					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UXX-331/22	<b>Course title:</b> School Management
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 13 / 26 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FMFI-Prif.KDPP/1-UXX-331/15	
<b>Course requirements:</b> The condition for successful completion of the course is to obtain at least 60% of the maximum possible evaluation of the course. The work during the semester on partial tasks from different areas and levels of school management will be evaluated: - reading and presentation of recommended literature (10%) - active participation in exercises (35%) - attendance at lectures and feedback on lectures (20%) - report+presentation in pairs (15%) - final written exam (20%) The rating is given on a scale: A: 93-100%, excellent - excellent results, B: 85-92%, very good - above average standard, C: 76-84%, good - normal reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient - the results meet the minimum criteria, Fx: 0-59%, insufficient - additional work required Scale of assessment (preliminary/final): 80 / 20	
<b>Learning outcomes:</b> Knowledge of the school system in the Slovak Republic in comparison with successful education systems in other countries, understanding of the management system and organization of education in the Slovak Republic at all levels, orientation in school and labor legislation, pedagogical documents, electronic systems used in primary and secondary schools (eg Edupage). Ability to apply knowledge of other disciplines in the field of school management.	
<b>Class syllabus:</b> Basic terminology of school management. Education system in the Slovak Republic and education management system. School management models. Personality of a leading pedagogical employee	

- legal and personal requirements, leadership styles. Hierarchy of education workers. Control activities in schools, apprenticeship. School and labor legislation (legal regulations governing the activities of primary and secondary schools - laws, decrees, work regulations, pedagogical-organizational instructions, pedagogical documentation), time management. Edupage. Teacher professional development. Class teacher.

**Recommended literature:**

HALÁKOVÁ, Z., NAGYOVÁ, S., NAGY, T. 2019. School management for students of science subjects with practical examples. Bratislava: UK.  
OBDRŽÁLEK, Z. 2002. School and its management. Bratislava: UK.  
OBDRŽÁLEK, Z., HORVÁTHOVÁ, K. et al. 2004. Organization and management of education. Terminological and interpretative dictionary. Bratislava: SPN.  
EGER, L. 2006. School management. Pilsen: Fraus.  
PISOŇOVÁ, M. 2012. Personality development of the school principal - starting points and determinants.  
Current legal regulations governing the activities of primary and secondary schools (laws, decrees, internal regulations, pedagogical-organizational instructions).  
Pedagogical documentation  
WONG, H. K., WONG, R.T. The first days of school: How to be an effective teacher. Mountain View, CA: Harry K. Wong Publications, 2005.  
LAU, W. Teaching Computing in Secondary Schools: A Practical Handbook. Routledge, 2017.  
LEMOV, D. Teach like a champion 2.0: 62 techniques that put students on the path to college. John Wiley & Sons, 2015.  
CANGELOSI, J. S. Classroom Management Strategies: How to Gain and Maintain Pupils' Cooperation in Teaching. Portal, 1996.  
Current Internet resources and journal sources (Education Technology, School Management in Practice, Quality and more).

**Languages necessary to complete the course:**

Communication - Slovak  
Study of literature - Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 167

A	B	C	D	E	FX
53,29	16,77	20,36	4,79	0,6	4,19

**Lecturers:** doc. Mgr. Karolína Miková, PhD., PaedDr. Tünde Kozánek Kiss, PhD.

**Last change:** 22.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KAI/2-IKVa-192/19	<b>Course title:</b> Science, Technology and Humanity: Opportunities and Risks
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 39</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> I., I.II., II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Semestral evaluation: active participation Final evaluation: essay Weight of the final evaluation: 60% To achieve an A, 90% is needed, for B at least 80%, for C 70%, for D, 60% and for an E, at least 50% of overall assessment.	
<b>Learning outcomes:</b> The students will gain awareness of the contemporary and potential future challenges posed by scientific and technological innovations and their impact on human behaviour, culture and society.	
<b>Class syllabus:</b> Big data: privacy, politics and power, Internet of things, its usefulness and threats, Assistant AI and its place in future society, Job market and inequality, Enhancements and human rights and the right to change self and others, Initiatives for responsible research, Artificial minds, Hybridization between species and between AI and organic minds, Future of minds and trans-humanism, Artificial emotional intelligence, An after human era.	
<b>Recommended literature:</b> - S. Russell: Human compatible. Artificial intelligence and the problem of control. Viking, 2019. - J. Havens: Heartificial intelligence. Embracing our humanity to maximize machines. Penguin, 2016. - P. Boddington: Towards a code of ethics for artificial intelligence. Springer, 2017. - M. Shanahan: The technological singularity. MIT Press, 2015.	

- C. MacKellar, C.: Cyborg Mind: What Brain–Computer and Mind–Cyberspace Interfaces Mean for Cyberneuroethics. Berghahn Books, 2019.
- G. Bel, J. Gemmell: Total Recall, How the e-Memory Revolution will change everything. Dutton, 2009.
- S. Zuboff: The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power. PublicAffairs, 2019.
- C. O'Neil: Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Crown Publishers, 2016.
- M. Tegmark: Life 3.0. Allen Lane, 2017.

**Languages necessary to complete the course:**

English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 146

A	B	C	D	E	FX
40,41	21,92	16,44	6,85	4,79	9,59

**Lecturers:** doc. RNDr. Martin Takáč, PhD., PhDr. Ing. Tomáš Gál, PhD.

**Last change:** 28.02.2020

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-buAN-118/16	<b>Course title:</b> Semantics
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 13 / 13 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous preparation of assignments for seminars; active participation in classes; successful completion of the continuous written test and the final written test. One continuous test (30 points) and one final test (70 points). A minimum score of 60% in the continuous test is the condition for admission to the final test; The same score applies to the final test. A minimum overall score of 60% is required to successfully pass the course. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A. A maximum of two documented absences will be accepted. A violation of academic ethics will be penalized by grade reduction or disciplinary proceedings in serious cases. The exact continuous assessment dates will be announced no later than in the first week of the instruction period according to the Study Regulations. Scale of assessment (preliminary/final): 30/70	
<b>Learning outcomes:</b> Gaining theoretical knowledge about language semantics as a basic component of linguistic units and speech in English; extension and improvement of language knowledge and competence in the field of English lexical and sentence semantics and pragmatics. The student, who completes the course, has a knowledge of the basic features of English language units in terms of their semantic content. He masters the functions of speech and is able to apply theoretical knowledge in communication, translation and English didactics.	
<b>Class syllabus:</b> Introduction to semantics; basic concepts; thinking and reality; types of meaning; word and concept; sentence and speech; proposition; reference; argument and predicate; deixis and definiteness; extension; prototypes; stereotypes; semantic relations; polysemy, synonymy, antonymy, hyponymy, meronymy, taxonomy; semantic shifts - metaphor and metonymy; actants; interpersonal meaning; speech acts - perlocutions and ilocutions	
<b>Recommended literature:</b> DOLNÍK, Juraj.: Lexikálna sémantika. Bratislava: UK, 1990. ISBN: 80-223-0011-X. CRUISE, David.: Lexical Semantics. Cambridge: CUP, 1991. ISBN: 0-521-27643-8.	

CRYSTAL, David: The Cambridge Encyclopaedia of the English Language. Cambridge: CUP, 1995. ISBN: 0-521-40179-8.

LANČARIČ, Daniel.: English Lexicology. Theory ad Exercises. Numbrecht: Kirsch-Verlag, 2016. ISBN: 978-3-943906-25-7.

LYONS, John.: Linguistic Semantics An Introduction. Cambridge: CUP, 1996. ISBN: 0-521-43877-2.

PALMER, Frank.: Semantics. Cambridge: CUP, 1981. ISBN: 0-521-28376-0.

ŠTEKAUER, Pavol. (ed.). Rudiments of English Linguistics. Prešov: Slovakontakt, 2000. ISBN 80-88876-04-4.

**Languages necessary to complete the course:**

B2 CEFR level English is a prerequisite for participation in this course.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** prof. PhDr. Daniel Lančarič, PhD.

**Last change:** 04.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics							
<b>Course ID:</b> FMFL.KJP/1-MXX-171/20				<b>Course title:</b> Slovak Language for Foreign Students (1)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 2							
<b>Recommended semester:</b> 1.							
<b>Educational level:</b> I., I.II., II., III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b> tests Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a> Scale of assessment (preliminary/final): 100/0							
<b>Learning outcomes:</b> This course is aimed for foreign students to learn the fundamentals of the Slovak language with the focus on basic communication as well as all other language skills- listening comprehension, reading and writing.							
<b>Class syllabus:</b> The syllabus is targeted at the comprehension of the basics of the Slovak language for the absolute beginners (A1).							
<b>Recommended literature:</b> Križom- Krážom Slovenčina 1, additional material to further support the covered topics.							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 155							
A	ABS	B	C	D	E	FX	NEABS
40,65	21,29	7,1	4,52	0,65	1,29	21,29	3,23
<b>Lecturers:</b> Mgr. Aneta Barnes							
<b>Last change:</b> 21.06.2022							
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics							
<b>Course ID:</b> FMFL.KJP/1-MXX-172/20				<b>Course title:</b> Slovak Language for Foreign Students (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 2							
<b>Recommended semester:</b> 2.							
<b>Educational level:</b> I., I.II., II., III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b> tests Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a> Scale of assessment (preliminary/final): 100/0							
<b>Learning outcomes:</b> This course is aimed for foreign students to learn the fundamentals of the Slovak language with the focus on basic communication as well as all other language skills- listening comprehension, reading and writing.							
<b>Class syllabus:</b> The syllabus is targeted at the comprehension of the basics of the Slovak language for the absolute beginners (A1) and this course is a follow up course to the Slovak language course 1.							
<b>Recommended literature:</b> Krížom- Krážom Slovenčina 1, additional material to further support the covered topics							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 87							
A	ABS	B	C	D	E	FX	NEABS
63,22	18,39	1,15	1,15	0,0	0,0	9,2	6,9
<b>Lecturers:</b> Mgr. Aneta Barnes							
<b>Last change:</b> 21.06.2022							
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics							
<b>Course ID:</b> FMFL.KJP/1-MXX-271/20				<b>Course title:</b> Slovak Language for Foreign Students (3)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 2							
<b>Recommended semester:</b> 3.							
<b>Educational level:</b> I., I.II., II., III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b> tests Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a> Scale of assessment (preliminary/final): 100/0							
<b>Learning outcomes:</b> This course is aimed for foreign students to better comprehend all the language skills important to enable correct usage of the Slovak language – listening comprehension, reading, writing and speaking.							
<b>Class syllabus:</b> The syllabus is targeted at the comprehension of all the language skills of the Slovak language , and it is a follow up course to the Slovak language course 2.							
<b>Recommended literature:</b> Križom-Krážom Slovenčina 2, additional material to further support the covered topics.							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 32							
A	ABS	B	C	D	E	FX	NEABS
59,38	3,13	18,75	3,13	3,13	0,0	12,5	0,0
<b>Lecturers:</b> Mgr. Aneta Barnes							
<b>Last change:</b> 21.06.2022							
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026							
<b>University:</b> Comenius University Bratislava							
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics							
<b>Course ID:</b> FMFL.KJP/1-MXX-272/20				<b>Course title:</b> Slovak Language for Foreign Students (4)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning							
<b>Number of credits:</b> 2							
<b>Recommended semester:</b> 4.							
<b>Educational level:</b> I., I.II., II., III.							
<b>Prerequisites:</b>							
<b>Course requirements:</b> tests Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a> Scale of assessment (preliminary/final): 100/0							
<b>Learning outcomes:</b> This course is aimed for foreign students to better comprehend all the language skills important to enable correct usage of the Slovak language – listening comprehension, reading, writing and speaking.							
<b>Class syllabus:</b> The syllabus is targeted at the comprehension of all the language skills of the Slovak language , and it is a follow up course to the Slovak language course 3.							
<b>Recommended literature:</b> Križom-Krážom Slovenčina 2, additional material to further support the covered topics.							
<b>Languages necessary to complete the course:</b>							
<b>Notes:</b>							
<b>Past grade distribution</b> Total number of evaluated students: 25							
A	ABS	B	C	D	E	FX	NEABS
84,0	0,0	4,0	4,0	0,0	0,0	8,0	0,0
<b>Lecturers:</b> Mgr. Aneta Barnes							
<b>Last change:</b> 21.06.2022							
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.							

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFI.KDMFI/1-UXX-332/22		<b>Course title:</b> Social Aspects of Informatics			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> I.					
<b>Prerequisites:</b>					
<b>Antirequisites:</b> FMFI.KDMFI/1-INF-175/00					
<b>Course requirements:</b> Continuous evaluation: two seminar works, presentation resp. third seminar work In the case of three seminar papers, the evaluation of each thesis will be 1/3 points, in the case of 2 seminar papers and the presentation, the evaluation of the seminar paper will be 25% points and the presentation 50% points. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0					
<b>Learning outcomes:</b> Students lead science as information technology changes society (in historical context)					
<b>Class syllabus:</b> New ICT technologies are evolving very fast. But they are constantly entering our daily lives. We note what changes, what positive, but also what risks ICT brings in various areas: education, health, arts, business and finance, industry and others. We will pay special attention to the issue of copyright and its infringement and cybercrime. Also what risks they bring.					
<b>Recommended literature:</b> Abelson, Ledeen, Lewis, BlownTo Bits, Addison Wesley 2008, <a href="http://www.bitsbook.com">www.bitsbook.com</a> information on the subject's website					
<b>Languages necessary to complete the course:</b> Slovak, English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 192					
A	B	C	D	E	FX
94,27	1,56	0,52	1,04	1,56	1,04

<b>Lecturers:</b> RNDr. Michal Winczer, PhD.
<b>Last change:</b> 22.06.2022
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KDMFI/1-UIN-673/22	<b>Course title:</b> Software in Education
<b>Educational activities:</b> <b>Type of activities:</b> course <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment: The student can get 40% points for a review of software for teaching computer science. He will get another 60% of points for the design, specification and implementation of his own educational software. Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student is able to assess the suitability of specific educational software for teaching computer science at elementary schools, high schools, respectively. VŠ. He is able to classify educational software. Can give examples of software that is suitable for education for a specific age group of students. Review educational software. Can apply the findings to the design of educational software. Creates a software proposal for teaching computer science for elementary or high school students.	
<b>Class syllabus:</b> The importance of digital technologies in the cognitive process, in teaching and learning. Definition and classification of software used in education. Criteria for evaluating educational software from different perspectives. Educational applications for teaching computer science to primary and secondary school students. Information systems used for education. Software for education and developmental stages of knowledge. GUI design for software to be used in education. Action research - students and teachers as co-authors of software design for education. Principles of creating software for education. Educational software for students with special needs.	
<b>Recommended literature:</b> own electronic texts published on the website, resp. in the Moodle environment	
<b>Languages necessary to complete the course:</b> Slovak	

<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 6					
A	B	C	D	E	FX
66,67	16,67	16,67	0,0	0,0	0,0
<b>Lecturers:</b> doc. PaedDr. Monika Tomcsányiová, PhD.					
<b>Last change:</b> 20.06.2022					
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFLKTV/1-MXX-115/15		<b>Course title:</b> Sports in Nature (1)			
<b>Educational activities:</b> <b>Type of activities:</b> <b>Number of hours:</b> <b>per week: per level/semester:</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 1.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Grades: A 90%, B 80%, C 70%, D 60%, E 50%. The condition for the award of 1 or 2 credits is the completion of a multi-day course in its full scope, or the completion of one-day courses in the scope of 4 days. Candidates can apply to the leaders of individual courses. From the presented offer of courses, you can choose the one that suits your interests, abilities and deadlines.					
<b>Learning outcomes:</b> Acquisition and development of basic motor skills and abilities in selected sports: skiing and snowboarding. Mastering the correct technique of performing individual movements, which are necessary for skiing and snowboarding.					
<b>Class syllabus:</b> The student can sign up for the outdoor sports courses offered by the department: skiing, snowboarding and other hobby sports. The lessons in the courses are focused on the development of basic and special movement skills and, mastering the techniques needed for the sports.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b> KTVŠ does not rent ski equipment.					
<b>Past grade distribution</b> Total number of evaluated students: 310					
A	B	C	D	E	FX
99,03	0,32	0,32	0,0	0,0	0,32
<b>Lecturers:</b> Mgr. Martin Dovičák, PhD., Mgr. Tomáš Kuchár, PhD., Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, Mgr. Ladislav Mokus, PaedDr. Mikuláš Ortutay, Mgr. Júlia Raábová, PhD., Mgr. Tomáš Lovecký					

**Last change:** 16.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFLKTV/1-MXX-215/15		<b>Course title:</b> Sports in Nature (2)			
<b>Educational activities:</b> <b>Type of activities:</b> <b>Number of hours:</b> <b>per week: per level/semester:</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> Grades: A 90%, B 80%, C 70%, D 60%, E 50% The condition for the award of 1 or 2 credits is the completion of a multi-day course in its full scope, or the completion of one-day courses in the scope of 4 days. Candidates can apply to the leaders of individual courses. From the presented offer of courses, you can choose the one that suits your interests, abilities and deadlines.					
<b>Learning outcomes:</b> Creating a positive and lasting relationship with physical activity. Acquisition and mastery of basic motor skills and abilities in outdoor sports: windsurfing, beach volleyball, water tourism - river rafting, hiking and other sports according to interest. Training and improving the technique needed for the sports.					
<b>Class syllabus:</b> The student can sign up for the outdoor sports courses offered by the department: water tourism - river rafting, windsurfing, beach volleyball, hiking and other hobby sports. The lessons in the courses are focused on the development of basic and special movement skills and, mastering the techniques needed for the sports.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b> KTVŠ will provide sports equipment.					
<b>Past grade distribution</b> Total number of evaluated students: 298					
A	B	C	D	E	FX
92,62	0,0	0,0	0,0	0,34	7,05

**Lecturers:** Mgr. Martin Dovičák, PhD., Mgr. Tomáš Kuchár, PhD., Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, PaedDr. Mikuláš Ortutay, Mgr. Júlia Raábová, PhD., Mgr. Tomáš Lovecký

**Last change:** 16.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KTV/1-MXX-216/18		<b>Course title:</b> Sports in Nature (3)			
<b>Educational activities:</b> <b>Type of activities:</b> <b>Number of hours:</b> <b>per week: per level/semester:</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 1					
<b>Recommended semester:</b> 3.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Antirequisites:</b> FMFL.KTV/1-UXX-151/22					
<b>Course requirements:</b> Grades: A 90%, B 80%, C 70%, D 60%, E 50% The condition for the award of 1 or 2 credits is the completion of a multi-day course in its full scope, or the completion of one-day courses in the scope of 4 days. Candidates can apply to the leaders of individual courses. From the presented offer of courses, you can choose the one that suits your interests, abilities and deadlines.					
<b>Learning outcomes:</b> Acquisition and development of basic motor skills and abilities in selected sports: skiing and snowboarding. Mastering the correct technique of performing individual movements, which are necessary for skiing and snowboarding.					
<b>Class syllabus:</b> The student can sign up for the outdoor sports courses offered by the department: skiing, snowboarding. The lessons in the courses are focused on the development of basic and special movement skills and, mastering the techniques needed for the sports.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b> KTVŠ does not rent ski equipment.					
<b>Past grade distribution</b> Total number of evaluated students: 58					
A	B	C	D	E	FX
98,28	0,0	0,0	0,0	0,0	1,72

**Lecturers:** Mgr. Martin Dovičák, PhD., Mgr. Tomáš Kuchár, PhD., Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, PaedDr. Mikuláš Ortutay, Mgr. Júlia Raábová, PhD., Mgr. Tomáš Lovecký

**Last change:** 16.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KTV/1-MXX-217/18		<b>Course title:</b> Sports in Nature (4)			
<b>Educational activities:</b> <b>Type of activities:</b> <b>Number of hours:</b> <b>per week: per level/semester:</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 1					
<b>Recommended semester:</b> 4.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Antirequisites:</b> FMFL.KTV/1-UXX-152/22					
<b>Course requirements:</b> Grades: A 90%, B 80%, C 70%, D 60%, E 50% The condition for the award of 1 or 2 credits is the completion of a multi-day course in its full scope, or the completion of one-day courses in the scope of 4 days. Candidates can apply to the leaders of individual courses. From the presented offer of courses, you can choose the one that suits your interests, abilities and deadlines.					
<b>Learning outcomes:</b> Creating a positive and lasting relationship with physical activity. Acquisition and mastery of basic motor skills and abilities in outdoor sports: windsurfing, beach volleyball, water tourism - river rafting, hiking and other sports according to interest. Training and improving the technique needed for the sports.					
<b>Class syllabus:</b> The student can sign up for the outdoor sports courses offered by the department: water tourism - river rafting, windsurfing, beach volleyball, hiking and other hobby sports. The lessons in the courses are focused on the development of basic and special movement skills and, mastering the techniques needed for the sports.					
<b>Recommended literature:</b>					
<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b> KTVŠ will provide material equipment.					
<b>Past grade distribution</b> Total number of evaluated students: 41					
A	B	C	D	E	FX
90,24	0,0	0,0	0,0	0,0	9,76

**Lecturers:** Mgr. Martin Dovičák, PhD., Mgr. Tomáš Kuchár, PhD., Mgr. Jana Leginusová, PaedDr. Dana Mašlejová, Mgr. Ladislav Mókus, PaedDr. Mikuláš Ortutay, Mgr. Júlia Raábová, PhD., Mgr. Tomáš Lovecký

**Last change:** 16.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KTV/1-UXX-152/22	<b>Course title:</b> Summer Sports Camp
<b>Educational activities:</b> <b>Type of activities:</b> training session <b>Number of hours:</b> <b>per week: per level/semester:</b> 5d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 1	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FMFL.KTV/1-MXX-217/18	
<b>Course requirements:</b> The final evaluation of the subject includes the completion of all compulsory disciplines and the assessment of the acquired abilities to perform individual disciplines independently, methodically correct, or with instruction. At least 91% of points must be obtained to obtain an A rating, at least 81% to obtain a B rating, at least 71% to obtain a C rating, at least 61% to obtain a D rating and at least 50% to obtain an E rating. Credits will not be awarded to a student who scores less than 50% of the points.	
<b>Learning outcomes:</b> Gain basic theoretical knowledge and practical skills from hiking, living and physical activities in nature. Masters the theoretical basis for the selection of a suitable natural area for the implementation of individual sports in nature. The student is able to characterize individual sports in nature and forms of their implementation. Masters the theoretical basis of didactics of training and improving movement techniques in selected outdoor sports. Masters the theoretical basis of selection, setting, use and maintenance of basic material equipment for selected sports in nature.	
<b>Class syllabus:</b> A comprehensive overview of theoretical and practical problems in tourism, stay and physical activities in nature and the prerequisites for their solution. Outdoor sports in connection with the development of modern society. Impact of outdoor sports on the environment, regional development, tourism and the economy. Historical aspects of outdoor sports and their position in human society. Basic division of outdoor sports. (Summer, winter, water, board, technical, motor, Olympic, ...) Institutional provision of outdoor sports in our country and in the world. The structure of sports performance of selected outdoor sports. The structure of sports performance in canoeing, road and mountain biking. Training and improving the technique of implementation of selected outdoor sports. Training and improvement of kayaking and canoeing, road and mountain biking. Training and improvement of shooting with air weapons.	
<b>Recommended literature:</b> 1. Židek, J.: Turistika a ochrana života a zdravia. Bratislava. FTVŠ UK 2013, 123 s. ISBN	

9788022333986

2. Michal, J.: Vybrané kapitoly zo sezónnych činností. PF UMB 1998 str.108 ISBN 80-85162-99-7

3. Neuman a kol. : Turistika a sporty v prírodě. Praha, Portál 2000.

4. Židek, J.: Turistika. Bratislava, FTVŠ UK 2004.

5. Kompán, J.- Gorner, K. 2007. Možnosti uplatnenia turistiky a pohybových aktivít v prírode. FHV

UMB ISBN 80-8083-365-7

6. Stejskal, T.: Vodná turistika. Prešov 1999.

7. Sýkora, B. a kol.: Turistika a sporty v prírode. SPN Praha, 1986.

8. Zajac a kol.: Športy a turistika na vode. Šport, Bratislava,

**Languages necessary to complete the course:**

Slovak

**Notes:**

KTVŠ will provide sports and material equipment

**Past grade distribution**

Total number of evaluated students: 53

A	B	C	D	E	FX
96,23	0,0	0,0	0,0	0,0	3,77

**Lecturers:** Mgr. Tomáš Kuchár, PhD., PaedDr. Dana Mašlejová, Mgr. Martin Dovičák, PhD., Mgr. Jana Leginusová, Mgr. Tomáš Lovecký, Mgr. Ladislav Mókus, Mgr. Branislav Nedbálek, PhD., PaedDr. Mikuláš Ortutay, Mgr. Júlia Raábová, PhD., Mgr. Viktor Sládok

**Last change:** 16.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-133/18		<b>Course title:</b> Supplementary English Course (1)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 1.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> tests, homework Scale of assessment (preliminary/final): 100/0 credit - ongoing evaluation Minimum 65 percent of the total points for the assigned work is needed to pass the course. Points can be awarded for attendance, completed homework tasks, and short tests assigned during the course. A 100-93 %B 92-85 %C 84-77 %D 76-70 %E 69-65 % Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> Texts dealing with the most important topics for FMPI majors combining grammar revision with vocabulary needed to pass the A4 English exam.					
<b>Recommended literature:</b> Study materials are created by the teacher and available in electronic form. Raymond Murphy: Essential Grammar in Use, Cambridge University Press, 1998 Michael McCarthy, Felicity O'Dell: English Vocabulary in Use, Cambridge University Press, 1994					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 72					
A	B	C	D	E	FX
52,78	19,44	6,94	4,17	4,17	12,5
<b>Lecturers:</b> Mgr. Ing. Jana Kočvarová					

**Last change:** 11.04.2024

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026					
<b>University:</b> Comenius University Bratislava					
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics					
<b>Course ID:</b> FMFL.KJP/1-MXX-134/18		<b>Course title:</b> Supplementary English Course (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practicals <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning					
<b>Number of credits:</b> 2					
<b>Recommended semester:</b> 2.					
<b>Educational level:</b> I., I.II.					
<b>Prerequisites:</b>					
<b>Course requirements:</b> tests, homework Scale of assessment (preliminary/final): 100/0 ENcredit - ongoing evaluation Minimum 65 percent of the total points for the assigned work is needed to pass the course. Points can be awarded for attendance, completed homework tasks, and short tests assigned during the course. A 100-93 % B 92-85 % C 84-77 % D 76-70 % E 69-65 % Course prerequisites: <a href="https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezhneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/">https://fmph.uniba.sk/microsites/kjp/katedra-jazykovej-pripravy/poziadavky-na-udelenie-priebezhneho-hodnotenia-aj1aj2aj3-ostatne-kurzy/</a>					
<b>Learning outcomes:</b>					
<b>Class syllabus:</b> Texts dealing with the most important topics for FMPI majors combining grammar revision with vocabulary needed to pass the A4 English exam.					
<b>Recommended literature:</b> Study materials are created by the teacher and available in electronic form. Raymond Murphy: Essential Grammar in Use, Cambridge University Press, 1998 Michael McCarthy, Felicity O'Dell: English Vocabulary in Use, Cambridge University Press, 1994					
<b>Languages necessary to complete the course:</b> English					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 72					
A	B	C	D	E	FX
54,17	13,89	4,17	8,33	5,56	13,89
<b>Lecturers:</b> Mgr. Ing. Jana Kočvarová					
<b>Last change:</b> 11.04.2024					

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKDMFI+KAG/1- UXX-851/22	<b>Course title:</b> Teaching Practice A (1)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 5d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 1	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course evaluation is conditional on: <ul style="list-style-type: none"> <li>• completing observations (lessons) in the scope of an hour-long training teacher,</li> <li>• active participation of the student in extracurricular and extracurricular activities of a practicing teacher,</li> <li>• evaluation of the student by the training teacher,</li> <li>• evaluation of the pedagogical diary, which the student submits to the head of the pedagogical practice within the set deadline.</li> </ul> In total, a student can get 42 points for pedagogical practice. The evaluation of the subject is graded in percentage as follows: A (100-91%); B (90-81%); C (80-71%); D (70-61%); E (60-50%). At least 38 points must be obtained to obtain an A rating, at least 34 points to obtain a B rating, at least 30 points to obtain a C rating, at least 26 points to obtain a D rating and at least 21 points to obtain an E rating. Credits will not be awarded to a student who obtains less than 21 points out of the total number of points. For non-compliance with the set deadlines and instructions of the head of the pedagogical practice, the student may be sanctioned by lowering the evaluation, or by not granting credits for the pedagogical practice.	
<b>Learning outcomes:</b> By completing the course, the student: <ul style="list-style-type: none"> <li>• deepen knowledge in the field of generally binding legal regulations related to the work of teachers, pedagogical and other documentation, conceptual and strategic documents of the school,</li> <li>• develop the professional competencies necessary for independent planning, design, management and organization of the educational process in the relevant subject on the basis of valid curricular documents, while adapting educational programs for specific groups of students,</li> <li>• develop professional competencies associated with didactic, pedagogical, psychological analysis of individual parts of the lesson,</li> <li>• develop the ability to apply pedagogical-psychological and professional-didactic knowledge in the educational process,</li> </ul>	

- develop the ability to evaluate diverse pedagogical situations and processes,
- deepen knowledge about the differences in the development of individuals resulting from their health, social disadvantages, talents or talents so that they can effectively cooperate with special pedagogues, psychologists and other professionals in the implementation of the educational process in the conditions of inclusive education and follow their professional recommendations and conclusions
- develop skills in working with teaching aids,
- acquire competencies associated with the creation of a pedagogical portfolio,
- develop competencies of self-assessment and further professional development,
- develop the ability to assess the suitability of the chosen means of education,
- develop communication skills, the ability to express and accept constructive criticism and praise.

**Class syllabus:**

Getting acquainted with the conditions of implementation of pedagogical practice.

Familiarization with pedagogical documentation, conceptual and strategic documents of the training school.

Participation in teaching within the scope of the training teacher, extra-class and extracurricular activities.

Creation of observation records from the teaching teacher 's lessons.

Creation of lesson analyzes.

Creation of written preparations for lessons.

Creation of a pedagogical diary and its submission to the head of pedagogical practice.

**Recommended literature:**

**Languages necessary to complete the course:**

**Notes:**

**Past grade distribution**

Total number of evaluated students: 59

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

**Lecturers:** RNDr. Michal Winczer, PhD., Mgr. Michaela Vargová, PhD., PaedDr. Peter Horváth, PhD., RNDr. Jana Chalmovianská, PhD., PaedDr. Mgr. Natália Kováčová, PhD.

**Last change:** 01.08.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFLKDMFI+KAG/1- UXX-852/22	<b>Course title:</b> Teaching Practice B (1)
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 5d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 1	
<b>Recommended semester:</b> 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course evaluation is conditional on: <ul style="list-style-type: none"> <li>• completing observations (lessons) in the scope of an hour-long training teacher,</li> <li>• active participation of the student in extracurricular and extracurricular activities of a practicing teacher,</li> <li>• evaluation of the student by the training teacher,</li> <li>• evaluation of the pedagogical diary, which the student submits to the head of the pedagogical practice within the set deadline.</li> </ul> In total, a student can get 42 points for pedagogical practice. The evaluation of the subject is graded in percentage as follows: A (100-91%); B (90-81%); C (80-71%); D (70-61%); E (60-50%). At least 38 points must be obtained to obtain an A rating, at least 34 points to obtain a B rating, at least 30 points to obtain a C rating, at least 26 points to obtain a D rating and at least 21 points to obtain an E rating. Credits will not be awarded to a student who obtains less than 21 points out of the total number of points. For non-compliance with the set deadlines and instructions of the head of the pedagogical practice, the student may be sanctioned by lowering the evaluation, or by not granting credits for the pedagogical practice.	
<b>Learning outcomes:</b> By completing the course, the student: <ul style="list-style-type: none"> <li>• deepen knowledge in the field of generally binding legal regulations related to the work of teachers, pedagogical and other documentation, conceptual and strategic documents of the school,</li> <li>• develop the professional competencies necessary for independent planning, design, management and organization of the educational process in the relevant subject on the basis of valid curricular documents, while adapting educational programs for specific groups of students,</li> <li>• develop professional competencies associated with didactic, pedagogical, psychological analysis of individual parts of the lesson,</li> <li>• develop the ability to apply pedagogical-psychological and professional-didactic knowledge in the educational process,</li> </ul>	

- develop the ability to evaluate diverse pedagogical situations and processes,
- deepen knowledge about the differences in the development of individuals resulting from their health, social disadvantages, talents or talents so that they can effectively cooperate with special pedagogues, psychologists and other professionals in the implementation of the educational process in the conditions of inclusive education and follow their professional recommendations and conclusions
- develop skills in working with teaching aids,
- acquire competencies associated with the creation of a pedagogical portfolio,
- develop competencies of self-assessment and further professional development,
- develop the ability to assess the suitability of the chosen means of education,
- develop communication skills, the ability to express and accept constructive criticism and praise.

#### **Class syllabus:**

Getting acquainted with the conditions of implementation of pedagogical practice.

Familiarization with pedagogical documentation, conceptual and strategic documents of the training school.

Participation in teaching within the scope of the training teacher, extra-class and extracurricular activities.

Creation of observation records from the teaching teacher 's lessons.

Creation of lesson analyzes.

Creation of written preparations for lessons.

Creation of a pedagogical diary and its submission to the head of pedagogical practice.

#### **Recommended literature:**

All valid textbooks for primary and secondary schools

Innovated SEP for the 2nd grade of elementary school

An innovated SEP for grammar schools with a four-year and five-year educational program

Target requirements for knowledge and skills of high school graduates in biology

ŠkVP training school

Internal rules of the school

Gnoth, M., Ušáková, Fulková, E., Likavský, P., Turanová, L., Čipková, E., Tóthová, A., Grančičová, A. 2003. Pedagogical practice for students of teacher combinations at the Faculty of Science, Comenius University. Bratislava: Comenius University Bratislava, 2003. 140 p.

Kosová, B., Tomengová, A. 2015. Professional practical training of future teachers. Banská Bystrica: Belianum, 2015. 225 p.

DOUŠKOVÁ, K., LUPTÁKOVÁ-VANČÍKOVÁ, K. 2009. Pedagogical practice in teacher training. Banská Bystrica: Matej Bel University, 2009. FULKOVÁ, E., GNOTH, M. 2004.

Pedagogical practice. Nitra: Slovak University of Agriculture, 2004. GAVORA, P. 1997. ABC observations of teaching. Prešov: Metodicko-pedagogické centrum, 1997. KONTÍROVÁ, S. 2011. Pedagogical practice of students of academic subjects. Košice: Pavel Jozef Šafárik University, 2011.

FULKOVÁ, E., GNOTH, M. 2004. Pedagogical practice. Nitra: Slovak University of Agriculture, 2004.

State curriculum for ISCED 2 and ISCED 3

KONTÍROVÁ, S. 2011. Pedagogical practice of students of academic subjects. Košice: Pavel Jozef Šafárik University, 2011.

#### **Languages necessary to complete the course:**

#### **Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 70						
A	ABS	B	C	D	E	FX
91,43	0,0	8,57	0,0	0,0	0,0	0,0
<b>Lecturers:</b> RNDr. Michal Winczer, PhD., Mgr. Michaela Vargová, PhD., PaedDr. Peter Horváth, PhD., M. A. Linda Steyne, PhD., RNDr. Jana Chalmovianská, PhD., PaedDr. Mgr. Natália Kováčová, PhD., doc. PaedDr. Janka Peráčková, PhD.						
<b>Last change:</b> 01.08.2022						
<b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-bpAN-221/19	<b>Course title:</b> Text and Visual Culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30 % active participation in seminars and discussions 30 % continuous written assignment 40% final written assignment: creative task Minimum Required Level: 60 percent Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum 2 absences allowed. Students must submit valid proof of absence. The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee. Scale of assessment (preliminary/final): 100/ 0 continuous assessment	
<b>Learning outcomes:</b> When SS complete the course they understand the concept of text in larger circumstances, for example in literary and visual art. They are able to define contemporary situation when in culture visual perceptions and impulses prevail. Based on analyses of various text materials (literary text, painting, film, photography, street art, videoclip/ lyrics), students understand processes taking place in contemporary culture/ art and they can analyse them critically.	
<b>Class syllabus:</b> 1. Text. Definitions. Literature. Visual Culture 2. Representation. Tradition in visual art. Male Gaze. 3. The invention of camera. Context in visual culture. 4. Traditional art forms and new media. 5. Understanding of the Self. Identity and image. Image and social status. 6. New media. Social networks. 7. The role of media in contemporary culture. (Television, the Internet, Publicity, Commercials, etc.) 8. The concept of the real in visually loaded world. Realism as an artistic method. 9. Spectatorship. Power. Knowledge 10. Flow of visual culture	
<b>Recommended literature:</b>	

<p>BENJAMIN, Walter. Výbor z díla I. Literárnovědné studie. Uspořádal a přeložil Martin Ritter. Praha: OIKOYMENH, 2009. ISBN 978-80-7298-278-3.</p> <p>BERGER, John. Způsoby vidění. Překlad a doslov Andrea Pruchová. Praha: Labyrint, 2017. ISBN 978-80-87260-78-4.</p> <p>OUELLETTE, Laurie and Jonathan Gray ed. by. Keywords for Media Studies. New York: NYU Press, 2017. ISBN 9788875219291. dostupné na: <a href="https://www.jstor.org/stable/j.ctt1gk08zz">https://www.jstor.org/stable/j.ctt1gk08zz</a></p> <p>STURKEN, Marita a Lisa Cartwright. Studia vizuální kultury. Přeložili Lucie Vidmar a Milan Kreuzzieger. Praha: Portál, 2009. ISBN 978-80-7367-556-1.</p> <p>STURKEN, Marita and Lisa Cartwright. Practices of Looking: An Introduction to Visual Culture. 2nd ed. New York: Oxford University Press. ISBN 978-0-19-531440-3.</p> <p>V labyrinte popkultury. Nitra: Univerzita Konštantína Filozofa, Filozofická fakulta, 2004. ISBN 80-8050-709-0.</p>						
<p><b>Languages necessary to complete the course:</b> The participation in the course assumes SS can speak the level of English (at least B2) according to the CEFR.</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 121</p>						
A	ABS	B	C	D	E	FX
72,73	0,0	13,22	6,61	0,83	2,48	4,13
<p><b>Lecturers:</b> doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.</p>						
<p><b>Last change:</b> 05.04.2022</p>						
<p><b>Approved by:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.</p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FiF.KAA/A-bpAN-221/19	<b>Course title:</b> Text and Visual Culture
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 26</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4., 6.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 30 % active participation in seminars and discussions 30 % continuous written assignment 40% final written assignment: creative task Minimum Required Level: 60 percent Classification Scale: 0-60-68-76-84-92-100 % = FX-E-D-C-B-A Maximum 2 absences allowed. Students must submit valid proof of absence. The breach of academic ethics (plagiarism) will be disciplined according to the level of seriousness, from students receiving lower grade to filing a complain at the disciplinary committee. Scale of assessment (preliminary/final): 100/ 0 continuous assessment	
<b>Learning outcomes:</b> When SS complete the course they understand the concept of text in larger circumstances, for example in literary and visual art. They are able to define contemporary situation when in culture visual perceptions and impulses prevail. Based on analyses of various text materials (literary text, painting, film, photography, street art, videoclip/ lyrics), students understand processes taking place in contemporary culture/ art and they can analyse them critically.	
<b>Class syllabus:</b> 1. Text. Definitions. Literature. Visual Culture 2. Representation. Tradition in visual art. Male Gaze. 3. The invention of camera. Context in visual culture. 4. Traditional art forms and new media. 5. Understanding of the Self. Identity and image. Image and social status. 6. New media. Social networks. 7. The role of media in contemporary culture. (Television, the Internet, Publicity, Commercials, etc.) 8. The concept of the real in visually loaded world. Realism as an artistic method. 9. Spectatorship. Power. Knowledge 10. Flow of visual culture	
<b>Recommended literature:</b>	

BENJAMIN, Walter. Výbor z díla I. Literárnovědné studie. Uspořádal a přeložil Martin Ritter. Praha: OIKOYMENH, 2009. ISBN 978-80-7298-278-3.  
 BERGER, John. Způsoby vidění. Překlad a doslov Andrea Pruchová. Praha: Labyrint, 2017. ISBN 978-80-87260-78-4.  
 OUELLETTE, Laurie and Jonathan Gray ed. by. Keywords for Media Studies. New York: NYU Press, 2017. ISBN 9788875219291. dostupné na: <https://www.jstor.org/stable/j.ctt1gk08zz>  
 STURKEN, Marita a Lisa Cartwright. Studia vizuální kultury. Přeložili Lucie Vidmar a Milan Kreuzzieger. Praha: Portál, 2009. ISBN 978-80-7367-556-1.  
 STURKEN, Marita and Lisa Cartwright. Practices of Looking: An Introduction to Visual Culture. 2nd ed. New York: Oxford University Press. ISBN 978-0-19-531440-3.  
 V labyrinte popkultury. Nitra: Univerzita Konštantína Filozofa, Filozofická fakulta, 2004. ISBN 80-8050-709-0.

**Languages necessary to complete the course:**

The participation in the course assumes SS can speak the level of English (at least B2) according to the CEFR.

**Notes:**

**Past grade distribution**

Total number of evaluated students: 121

A	ABS	B	C	D	E	FX
72,73	0,0	13,22	6,61	0,83	2,48	4,13

**Lecturers:** doc. Mgr. Alena Smiešková, PhD., Mgr. Simona Bajáková, PhD.

**Last change:** 05.04.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UXX-132/22	<b>Course title:</b> Theoretical Fundaments of Education
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 13 / 13 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> I., II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FMFI-Prif.KDPP/1-UXX-132/10	
<b>Course requirements:</b> The course is completed by evaluation, the ratio of continuous / final evaluation is 100/0. Continuous assessment: active participation in seminars and cooperation with other students (30), homework assignments (30), elaboration of the assigned topic and its presentation at the seminar (20), seminar paper (20) The condition for successful completion of the course is to obtain half of the points for participation in seminars and homework and submit a presentation and seminar paper. At least 60% of the maximum possible evaluation of the subject must be obtained. The rating is given on a scale: A (100-91%, excellent - excellent 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%, sufficient - results meet minimum criteria), Fx (59-0%, insufficient - additional work required) Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the students have basic knowledge of selected pedagogy disciplines about the nature of education, the philosophical basis of pedagogical thinking and theoretical concepts of education in a historical context. They understand basic pedagogy term, has knowledge of the domains of education. They know the basic development trends of pedagogy, as well as the basic developmental stages of the school. Students understand the school as an institution of formal education and knows the forms of non-formal education. They have basic knowledge about selected current problems of pedagogical practice, about the family and its functions, about the pupil and about learning problems and about educational problems at school.	
<b>Class syllabus:</b> Educational sciences: traditional and modern concepts. Understanding of education and its explanation. Socialization and education. Philosophical basis of pedagogical thinking. Theoretical	

concepts of education. Social context of upbringing and education. Education in the changes of time (basic development trends of pedagogy - J. A. Komenský, J. J. Rousseau, J. H. Pestalozzi, J. F. Herbart and pedagogical currents of the 20th century). Subject and object of education, educational interaction. Teacher personality and profession. Institutionalization of education. School, its development and functions. Alternative schools. The student and his social role, family and its educational function, cooperation with the school. Selected current problems of educational practice. Educational problems, education of students with special educational needs. Educational impacts of the school (school climate, hidden curriculum). From education to self-education, free education.

**Recommended literature:**

BAĎURÍKOVÁ, Z. et al. 2001. School pedagogy. Bratislava: Comenius University.  
 BREAUX, A. : Quick help for teachers. Portal. 2020.  
 DYTRTOVÁ, R. - KRHUTOVÁ, M. 2009. Teacher: příprava na profesi. Prague: City.  
 FONTANA, D. 2014. Psychology in school practice. Prague: Portal.  
 GINNIS, P. : Effective Teaching Tools for Teachers. Universum Publishing House, 2019.  
 GORDON, T. : School without Losers. Malvern. 2015.  
 HAVLÍK, R. - KOŤA, J. 2001. Sociology of education and school. Prague: Portal.  
 HELUS, Z. 2007. Social psychology for pedagogues. Prague: City.  
 HLASNA, Slavka et al. 2006. Introduction to pedagogy. Nitra: Enigma.  
 JEDLIČKA, R., KOŤA, J., SLAVÍK, J., 2018. Educational psychology for teachers. Prague: Grada Publishing, a. s., 2018.  
 KRATOCHVÍLOVÁ, Emília et al. 2007. Introduction to pedagogy. Trnava: Faculty of Education, Trnava University in Trnava.  
 KYRIACOU, CH. 2005. Solving educational problems at school. Prague: Portal.  
 KYRIACOU, CH. 2008. Key teacher skills. Prague: Portal.  
 MOŽNÝ, I. 2008. Family and society. Prague: SocioLOGické Nakladatelství (SLON).  
 ONDREJKOVIC, P. et al. 2009. Social pathology. Bratislava: Science.  
 PRŮCHA, J. 2017. Modern pedagogy. Prague: Portal.  
 POTOČÁROVÁ, M. 2008. Pedagogy of the family. Bratislava: UK.  
 SMETÁČKOVÁ, I., ŠTECH, S. : Učitelské vyhoření. Portal. 2020.  
 VACEK, P. 2008. Development of moral consciousness of students. Prague: Portal.  
 VALIŠOVÁ, A - KASÍKOVÁ. H. 2007. Pedagogy for teachers. Prague: City.  
 ZELINA, M. 2004. Theories of education or search for good. Bratislava: SPN.

**Languages necessary to complete the course:**

Slovak and Czech language

**Notes:**

**Past grade distribution**

Total number of evaluated students: 137

A	B	C	D	E	FX
64,96	15,33	10,95	5,84	0,0	2,92

**Lecturers:** Mgr. Lucia Budinská, PhD., doc. Mgr. Karolína Miková, PhD.

**Last change:** 22.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFI.KDMFI/1-UXX-134/22	<b>Course title:</b> Theory of Teaching
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 2 / 1 <b>per level/semester:</b> 26 / 13 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> I., II., N	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FMFI.KDMFI/1-UXX-134/18	
<b>Course requirements:</b> The course is completed by a written exam (20%). A minimum of 60% of the semester is required to be admitted to the exam. During the semester, students implement at least one didactic output (20%), actively participate in exercises (20%), solve assignments during lectures (10%), prepare a term paper (10%), read and report the content of recommended literature (10%), 2 tests during the semester (10%) The rating is given on a scale: A: 93-100%, excellent - excellent results, B: 85-92%, very good - above average standard, C: 76-84%, good - normal reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient - the results meet the minimum criteria, Fx: 0-59%, insufficient - additional work required Scale of assessment (preliminary/final): 80 /0 20	
<b>Learning outcomes:</b> Acquisition of basic theoretical knowledge in didactics, development of knowledge, skills and attitudes associated with the teaching profession, the ability to plan and organize students' learning activities. Students will gain an overview of basic didactic terminology, knowledge prerequisites to view the teaching process as a system whose individual elements (teaching objectives, curriculum content, teaching methods, teaching aids and techniques, organizational forms of teaching, teaching concepts; communication between teacher and students, as well as monitoring and evaluation of the teaching process and teacher preparation for teaching) are closely linked and to be able to use the acquired knowledge in specific planning of the teaching process (creating a "scenario" of the lesson). They will gain basic habits of working with the class as a group.	
<b>Class syllabus:</b>	

Didactics as a scientific discipline (subject of research, methods of didactic research, terminology), its position in the system of pedagogical disciplines  
 Didactics system  
 Teaching process  
 Content of education, curriculum, didactic analysis of curriculum  
 Taxonomy of educational goals  
 Teaching planning  
 Teaching principles  
 Teaching methods, teaching strategies  
 Testing and evaluation  
 Learning tasks and didactic tests  
 Current teaching concepts (project, problematic, programmed, differentiated, group, cooperative, problematic, project, research-oriented, authentic, constructivist, online, electronic, hybrid, modular, integrated thematic (ITV), STEM / STEAM, mastery learning, closed cycle (SVUC), Hejného method  
 Organizational forms of teaching  
 Teaching aids and teaching equipment

**Recommended literature:**

ČAPEK, R. 2015. Modern didactics: Lexicon of teaching and assessment methods. Prague: City.  
 FERENCOVÁ, J., KOSTURKOVÁ, M. 2020. Chapters from didactics. From learning to teaching. Prešov: Rokus publishing.  
 KALHOUS, Z., OBST, O. 2001. School didactics. Prague: Portal.  
 SKALKOVÁ, J. 2007. General didactics. 2nd ed. Prague: City.  
 KOŽUCHOVÁ, M. et al. 2000. General didactics. Bratislava: Science.  
 OBDRŽÁLEK, Z. et al. 2003. Didactics for elementary school students. Bratislava: UK.  
 PASCH, M. et al. 1998. From educational program to lesson. Prague: Portal.  
 PETLÁK, E. 2016. General didactics. Bratislava: Iris.  
 PETTY, G. 1996. Modern teaching. Prague: Portal.  
 PRŮCHA, J. 2002. Modern pedagogy. 3rd ed. Prague: Portal.  
 TUREK, I. 2014. Didactics. Bratislava: Iura Edition.  
 TÓTHOVÁ, R., KOSTRUB, D., FERKOVÁ, Š. 2017. Pupil, teacher, teaching. Bratislava: Rokus.

**Languages necessary to complete the course:**

Slovak, Czech

**Notes:**

**Past grade distribution**

Total number of evaluated students: 195

A	B	C	D	E	FX
41,54	27,18	15,38	7,18	1,54	7,18

**Lecturers:** doc. Mgr. Karolína Miková, PhD., Mgr. Lucia Budinská, PhD.

**Last change:** 22.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Mathematics, Physics and Informatics	
<b>Course ID:</b> FMFL.KTV/1-UXX-151/22	<b>Course title:</b> Winter Sports Camp
<b>Educational activities:</b> <b>Type of activities:</b> training session <b>Number of hours:</b> <b>per week: per level/semester:</b> 5d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 1	
<b>Recommended semester:</b> 1., 3., 5.	
<b>Educational level:</b> I.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FMFL.KTV/1-MXX-216/18	
<b>Course requirements:</b> The final evaluation of the subject includes the completion of all compulsory disciplines and the assessment of the acquired abilities to perform individual disciplines independently, methodically correct, or with instruction. At least 91% of points must be obtained to obtain an A rating, at least 81% to obtain a B rating, at least 71% to obtain a C rating, at least 61% to obtain a D rating and at least 50% to obtain an E rating. Credits will not be awarded to a student who scores less than 50% of the points.	
<b>Learning outcomes:</b> The student knows the history of skiing in the world and in Slovakia. He masters the nomenclature, classification scales of licenses, material equipment, knowledge of the terrain and movement in winter in various weather conditions. He knows the fitness, technical training in downhill skiing. Masters the practical skills of using and maintaining the equipment. Controls the specific way of movement in mountain and ski terrain, ways of calling for help. He knows the ways of teaching instruction and the work of an instructor in a ski school.	
<b>Class syllabus:</b> History, terminology, classification Material and technical equipment Principles of safety in the mountains Basic skiing skills - improving technique Visit to the ski service in the resort	
<b>Recommended literature:</b> 1. BLAHUTOVÁ, A. (2002). Technika a metodika zjazdového lyžovania. 2. BLAHUTOVÁ, A.(2017). Technika a didaktika lyžovanie, Učebné texty, KU, Ružomberok 2017 3. EGYHÁZY, A. (1988). Lyžovanie – Základný lyžiarsky výcvik. Učebné texty pre školenie cvičiteľov. Šport, Bratislava 1988.	

4. HELLEBRANDT, V. (2002). Technika a metodika carvingových oblúkov v zjazdovom lyžovaní. Vysokoškolské učebné texty. FTVŠ Bratislava 2002.
5. PŘÍBRAMSKÝ, M. (2002). Česká škola lyžování. Carving. Praha: UK FTVS, 2002.
6. SOSNA, I. Carving ad 1972. (2006). Snow 2006, č.25, s.32 -33.
7. SOUKUP, J. (1991): Lyžování podle alpských lyžařských škol. Praha, Olympia, 1991.
8. ŠTUMBAUER, J. - VOBR, R. (2007). Carving. České Budejovice: KOPP, 2007, 125 s.
9. ŽÍDEK, J. et al. (1993). Lyžovanie. Vysokoškolské skriptá. Bratislava, UK 1993

**Languages necessary to complete the course:**

Slovak

**Notes:**

KTVŠ does not rent ski equipment.

**Past grade distribution**

Total number of evaluated students: 46

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

**Lecturers:** Mgr. Tomáš Kuchár, PhD., PaedDr. Dana Mašlejová, Mgr. Martin Dovičák, PhD., Mgr. Jana Leginusová, Mgr. Tomáš Lovecký, Mgr. Ladislav Mókus, Mgr. Branislav Nedbálek, PhD., PaedDr. Mikuláš Ortutay, Mgr. Júlia Raábová, PhD., Mgr. Viktor Sládok

**Last change:** 16.06.2022

**Approved by:** doc. RNDr. Zuzana Kubincová, PhD., doc. PaedDr. Monika Tomcsányiová, PhD.