

Course descriptions

TABLE OF CONTENTS

1. A-moPE-001/24	Assessment in education.....	2
2. A-moPE-058/24	Case studies in professional andragogy.....	4
3. A-moPE-033/24	Child as a violence victim.....	6
4. A-moPE-050/24	Educational guidance.....	8
5. A-moPE-995/24	Educational guidance (state examination subject) (state exam)	10
6. A-moPE-056/24	Family and parenthood.....	13
7. A-moPE-006/24	Foundations of andragogy.....	16
8. A-moPE-004/24	Foundations of school legislature.....	18
9. A-moPE-043/24	Historical landmarks in education.....	20
10. A-moPE-041/24	Inclusive education.....	23
11. A-moPE-055/24	Inquiry strategies in education.....	26
12. A-moPE-005/24	Management of an educational institution.....	28
13. A-moPE-007/24	Master's Degree Thesis Seminar.....	30
14. A-moPE-002/24	Methodology of educational sciences.....	32
15. A-moPE-038/24	Pedagogical prevention of addictions.....	34
16. A-moPE-020/24	Preschool age child assessment.....	36
17. A-moPE-034/24	Preschool education.....	39
18. A-moPE-993/24	Preschool education {state examination subject} (state exam)	42
19. A-moPE-052/24	Professional Communication with Employers.....	45
20. A-moPE-027/24	Professional practice 1.....	47
21. A-moPE-029/24	Professional practice 2.....	49
22. A-moPE-021/24	Social education.....	51
23. A-moPE-994/24	Social education (state examination subject) (state exam)	54
24. A-moPE-049/24	Some problems in youth socialisation.....	58
25. A-moPE-057/24	Statistical data analysis.....	60
26. A-moPE-990/24	Thesis defence (state examination subject) (state exam)	61
27. A-moPE-059/24	Thesis defense preparation.....	63

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-001/24	Course title: Assessment in education
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-moPE-001/00 and FiF.KPg/A-moPE-003/15	
Course requirements: Minimum success limit: 60 percent. Interim evaluation (teaching part): - 20% active participation in the seminar - 40% presentation in the lesson Final evaluation: - 40% final test. Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59 or less%). Two absences are acceptable; seminar assignments must all be drafted, presented and submitted. Violation of academic ethics will result in the cancellation of the points earned in the relevant evaluation item. The exact date and topics of the interim evaluation will be announced at the beginning of the semester. The dates of the exam will be announced no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After completing the course, the student is able to analyze and evaluate the planning and implementation of diagnostic and monitoring activities. Can create, adapt, or search for adequate diagnostic methods, procedures and techniques, distinguishes between different diagnostic strategies and their possible use in different areas. Can define and compensate for the limits and benefits of individual diagnostic approaches.	
Class syllabus: 1. Diagnostics and diagnostics – terminological analysis of concepts 2. Processual aspects of diagnosis. 3. Methods of observation, interview. 4. Pupils' thinking processes, creativity. 5. Products of pupils' activities and their use. 6. Children's drawing and its diagnostic use.	

7. Concept map, mental mapping.
8. Sociometry and social climate measurement.
9. Didactic tests.
10. Pupil assessment (classification, summative assessment, formative assessment, microassessment, etc.).
11. Differences between diagnosis and evaluation - terminology and procedures.
12. Evaluation of the teacher's work, self-assessment strategies.

Recommended literature:

Gavora, P. (2011). Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma Publishing.
 Gavora, P. et. al. (2010). Elektronická učebnica pedagogického výskumu. [online]. Bratislava: Univerzita Komenského. Dostupné na: <http://www.emetodologia.fedu.uniba.sk/>
 Kolář, Z., & Šikulová, R. (2005). Hodnocení žáků. Praha: Grada Publishing.
 Kožušková, M., Gavora, P., Wiegerová, A., Majerčíková, J. & Hirschnerová, Z. (2011). Pedagogická diagnostika v primárnom vzdelávaní. Bratislava: SPN.
 Wiegerová, A. et.al. (2024). Partnerstvá v systéme duálneho vzdelávania. Bratislava: APZD.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 567

A	B	C	D	E	FX
30,34	15,87	15,34	17,64	16,05	4,76

Lecturers: prof. PaedDr. Adriana Wiegerová, PhD.

Last change: 12.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-moPE-058/24	Course title: Case studies in professional andragogy
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites: FiF.KPg/A-moPE-006/24 - Foundations of andragogy or FiF.KPg/A-moPE-006/15 - Basics in Andragogy	
Course requirements: During the teaching part (continuously) a seminar paper (case study) and its presentation (100 points) on a selected topic in the field of vocational education and its quality, target groups of vocational education, personnel management in the field of career counselling, in the field of educational counselling and marketing of an educational institution. Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and below). The instructor will accept a maximum of 2 absences with documented evidence. Violation of academic ethics will result in the cancellation of the points earned in the respective grade item. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After successful completion of the course, students have basic knowledge in the field of continuing professional education, personnel management and career counselling. They will have knowledge and tasks of human resources development in the field of career and professional development of employees. They will be able to identify the current determinants of the development of continuing professional education and its quality, analyse a training event and design a training event project, apply theoretical knowledge of case study design in the development of a specific case study.	
Class syllabus: 1. Case studies focusing on types of vocational education. 2. Case studies focusing on the target groups of vocational education. 3. Case studies from a systems approach to vocational education. 4. Case studies from the analysis and identification of training needs. 5. Case studies in educational planning and design. 6. Case studies on the implementation of vocational training in terms of the forms of training applied.	

7. Case studies of the implementation of vocational education in terms of the applied methods of education.
8. Case studies on the evaluation of vocational education.
9. Case studies focusing on the determinants of the quality of continuing professional education, accreditation and certification processes.
10. Case studies in personnel management from the field of career counselling.
11. Case studies in personnel management from the field of educational counselling.
12. Case studies in marketing of an educational organization.

Recommended literature:

Alexy, J., Boroš, J., & Sivák, R. (2008). Manažment ľudských zdrojov a organizačné správanie. Bratislava.

Bartoňková, H. (2010). Firemní vzdělávání. Praha.

Blišťáková J., Gálik, R., & Tarišková, N. (2016). Riadenie ľudských zdrojov. Bratislava.

Frk, V. (2005). Systém a organizácia profesijného vzdelávania zamestnancov. Prešov.

Matulčík, J. (2017) K niektorým otázkam hodnotenia vzdelávania dospelých. Andragogika: teoretické a sociálne kontexty, Banská Bystrica: Belianum.

Matulčíková, M., & Matulčík, J. (2019). Manažment kariéry a vzdelávania. Bratislava: Ekonóm.

Temiaková, D., Petrová, G., Pančíková, V., & Valicová, M. (2020). Profesionálna andragogika. Nitra. S doplnkovou literatúrou budú študenti oboznámení počas výučby.

Languages necessary to complete the course:

Notes:

Past grade distribution

Total number of evaluated students: 9

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

Lecturers: doc. PhDr. Július Matulčík, CSc.

Last change: 02.07.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-033/24	Course title: Child as a violence victim
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Report and written test. Continuous assessment during the teaching part: report on a selected topic from the subject matter (30 points), In the credit period: written exam (40 points). The student will be admitted to the written exam only with min. by the number of 10 points from the interim assessment. Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59 and below %) . Two absences with proven documents are allowed. Violation of academic ethics results in cancellation of points obtained in the relevant assessment item. The exact date and topics of the interim assessment will be announced at the beginning of the semester. The dates of the written exam will be announced in the last week of the teaching session at the latest. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student will acquire professional terminology, fundamental knowledge in the field of victimology, understand the causes of violence perpetrated against children and become familiar with the classifications of risk factors for the occurrence of violence and the classifications of types of violence. He will be able to use the mentioned knowledge and skills in further education and also in the practical level of primary, secondary and tertiary prevention of violence against children and in families.	
Class syllabus: 1. Victims of violence. The personality of the victim. Helping victims of crime. Prevention of victimization. 2. Violence committed in families. Domestic violence. Forms of psychological and physical domestic violence. Help for victims of domestic violence. 3. Children as victims of violence. Legal protection of the child. Child abuse in the past. The most common forms of violence against children and youth. 4. Tortured, abused and neglected child - CAN syndrome. Incidence of violence against children and youth. 5. Risk factors for violence against children. Risky child. Risky offender. Risky family. Risky situations. 6. Consequences of violence against children and youth.	

7. Diagnosis of abuse and child abuse.
8. Causes of bullying among teenagers. The personality of the aggressor, the victim, the role of witness to bullying. Research on violence and bullying at school in our country and abroad. Forms of intervention and prevention of bullying in schools.
9. Causes of cyberbullying. The personality of the aggressor, the victim, the role of the witness of cyberbullying. Research on cyberbullying here and abroad and forms of effective prevention.
10. Victimization of children and youth and its prevention. Prevention of violence against children in terms of individual forms of CAN.
11. Helping children in crisis and danger. Help for endangered families and children. Method of implementation of crisis counseling.
12. Preventive programs at schools aimed at preventing violence against children and youth.

Recommended literature:

- Fedor, M. (2019). Týrané, zneužívané a zanedbávané dieťa. Bratislava: Osveta.
- Janošová, P. et.al. (2016). Psychologie školní šikany. Praha: Grada.
- Mydlíková, E. (2018). Posudzovanie sociálnej rizikovosti rodiny. Trnava: Typi Universitatis Tyrnaviensis.
- Mydlíková, E. (ed.). (2021). Diagnostika syndromu týraného, zneužívaného a zanedbávaného dieťaťa. Praha: Portál.
- Sejčová, L. (2010). Dieťa ako obeť násilia. Bratislava: Album.
- Sejčová, L. (2021). Šikanovanie a kyberšikanovanie v škole. [elektronický dokument]. Bratislava: Univerzita Komenského. http://stella.uniba.sk/texty/FIF_LS_sikanovanie.pdf

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 382

A	B	C	D	E	FX
52,09	25,65	14,92	3,93	2,09	1,31

Lecturers: doc. PhDr. Ľuboslava Sejčová, CSc.

Last change: 01.07.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-050/24	Course title: Educational guidance
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: report, test, oral exam Continuous assessment during the teaching part: - report on a selected topic from the subject matter (30 points), During the trial period: - oral or written exam (40 points). The student will be admitted to the exam only with min. by the number of 10 points from the interim assessment. Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). Two absences with proven documents are allowed. Violation of academic ethics results in cancellation of points obtained in the relevant assessment item. The exact date and topics of the interim assessment will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the teaching session. Scale of assessment (preliminary/final): 40/60	
Learning outcomes: Students will learn basic counseling theories, innovative approaches and counseling techniques. They will get a theoretical overview of the ways and models of counseling with an emphasis on their application in school practice, in the implementation of pedagogical counseling. Students will gain knowledge on the implementation of counseling activities, the diagnosis of the pupil's personality and the implementation of effective intervention in order to solve the client's problem (pupil, family, school).	
Class syllabus: 1. Characteristics of consulting and consulting activities. 2. Counseling courses and schools with founding importance for the development of counseling. 3. Concepts of development counseling, educational and educational-formative concepts. 4. Advisory process and communication in the advisory process. 5. Telephone consultation. Written consultation and advice in magazines and on the Internet. Personal consultation. 6. Diagnostic methods of working with the client.	

7. Intervention methods of counseling work with the client. Individual consultation methods. Methods of group counseling. Methods of couple and family counseling.
8. System of professional guidance in education.
9. Origin and development of educational and psychological counseling.
10. Educational counseling and prevention school facilities.
11. Content of the advisory activity of the educational advisor and social pedagogue within the activity of school support teams.
12. Practical exercises from pedagogical counseling, solving model counseling situations.

Recommended literature:

- Jarábek, K., & Koštrnová, D. (2014). Výchovný poradca [online]. Bratislava: Metodicko-pedagogické centrum. Dostupné na: https://archiv.mpc-edu.sk/sites/default/files/publikacie/jarabek_kostrnova_vychovny_poradca_web.pdf
- Knotová, D. et.al. (2014). Školní poradenství. Praha: Grada Publishing.
- Krnáčová, Z., & Križo, V. (2021). Multidisciplinárny prístup v školách: Školský podporný tím [online]. Národný projekt ŠTANDARDY, VÚDPaP. Dostupné na: <https://vudpap.sk/wp-content/uploads/2022/06/Multidisciplinarny-pristup-v-skolach-Skolsky-podporny-tim-v1.03.pdf>
- Kunčaková, S. (2021). Manuál začínajúceho sociálneho pedagóga v škole. [online]. Bratislava: VÚDPaP. Dostupné na: https://vudpap.sk/wp-content/uploads/2021/10/Manual-zacinajuceho-soc.ped_.v1.02.pdf
- Sejčová, L. (2018). Edukačné poradenstvo a perspektívy jeho rozvoja. Perspektívy rozvoja pedagogiky a andragogiky v Slovenskej republike a v krajinách strednej Európy (p.122-131). [elektronický dokument]. Bratislava: Univerzita Komenského v Bratislave.
- Sejčová, L. (2011). Pedagogicko-psychologické poradenstvo a poradenský proces. Bratislava: Vydav. UK.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 325

A	B	C	D	E	FX
47,38	25,54	20,0	4,62	0,62	1,85

Lecturers: doc. PhDr. Ľuboslava Sejčová, CSc.

Last change: 01.07.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-995/24	Course title: Educational guidance (state examination subject)
Number of credits: 4	
Educational level: II.	
Course requirements: <p>A student can take the state exam a) after obtaining at least such a number of credits that, after obtaining the credits for successfully passing the state exams, he reaches the necessary number of credits for the proper completion of his studies, b) after successfully completing the mandatory subjects, mandatory optional subjects and optional subjects in the composition determined by the study program, c) after fulfilling the student's obligations arising from § 71, par. 3 letters b of the Act on Universities d) if no disciplinary proceedings are being conducted against him.</p> <p>Successful completion of the subject of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the commission for state exams with classification grades A to FX. The examination board decides on the evaluation of the state exam or its part by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>Violation of academic ethics results in cancellation of points obtained in the relevant assessment item.</p> <p>Based on the wording of the study regulations of the faculty (VP 5/2020, Article 15), the framework dates of state exams are set by the dean in accordance with the faculty study schedule. The department is obliged to publish the dates of the state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system at least three weeks before the exam date.</p> <p>The student is entitled to one regular and two correction dates of the state exam. The regular term is the one for which the student registered for the first time in the term set for the state exams. If the student was evaluated with an FX grade on the regular date of the state exam, the student can take the correction dates of the state exam:</p> <p>a) in the following dates for holding state exams in the relevant academic year or b) in the dates for holding state exams in any of the following academic years in accordance with § 65, par. 2 of the Act on Universities.</p> <p>If, for serious reasons, the student is unable to participate in the state exam date for which he has registered, he is obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the state exam date or part of it, if there were serious obstacles that prevented him from apologizing in advance. If a student does not appear for the state exam or part of it on the specified date without an excuse, or if the chairman of the examination committee does not accept his excuse, he is evaluated with an FX grade for the given date of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
Learning outcomes: <p>A student who passes the state exam comprehensively manages the issues of the state exam in the context of the set areas. He has theoretical and practical knowledge based on the current</p>	

state of knowledge in the field of pedagogical consulting, as well as the ability to apply and use them creatively. He masters the knowledge contained in the teaching of the subjects Pedagogical counseling, Pedagogical prevention of addictions and Child as a victim of violence. The student has knowledge of counseling theories, approaches and techniques with an emphasis on their application in the counseling process in solving educational and educational problems of pupils. He is able to apply knowledge from pedagogical counseling to intersubject relationships, he is able to think critically and argue scientifically.

Class syllabus:

1. The student will attend the registered date of the state exam according to the schedule set by the department.
 2. The student receives a question from the subject of the state exam, which is entered in writing and anonymously in the form of a random selection from printed questions or a generator.
 3. The examination board will give the student adequate time to prepare an oral answer to the given question.
 4. The student presents a prepared answer to the question in front of the examination committee and also answers additional questions.
 5. After the student's answer is finished, the examination board will decide on the results of the state exam, which will take place at a closed session of the examination board.
- The course of the state exam and the announcement of its results are public.

State exam syllabus:

1. Pedagogical counseling. Characteristics of consulting and consulting activities. Explanation of the terms queuing, counselling, adviser, counseling. Forms and areas of counseling. The focus and objectives of the current consultancy.
2. Historical cross-section of the development of counseling and counseling concepts. Counseling as guidance in choosing a profession, diagnostic and psychometric model, medical concept, educational and educational-formative concepts, career counseling concepts, biodromal educational and developmental counseling concept.
3. Advisory process. Conditions of the counseling process. Requirements for the consultation room and its equipment. Requirements for the consulting team. Clients of the consulting process. Risk clients.
4. Personality and role of the advisor. Professional qualification of the adviser. Counseling styles. Ethical principles of the consultant's work. Supervision in counseling. Burnout syndrome in counselors. Counselor psychohygiene.
5. Communication in the counseling process. The atmosphere of the counseling process. Phases of the counseling process. Telephone consultation. Written consultation and advice in magazines and on the Internet. Personal consultation. Basic principles and method of communication with the client. Asking questions in counseling. Errors in counseling communication.
6. Phases of diagnosis in counseling. Anamnestic interview. Observation. Analysis of materials. Standardized diagnostics. Sociometry. Diagnostic techniques in the field of educational counseling.
7. Intervention methods of working with the client. Counseling interventions and techniques anchored in individual counseling directions. Intervention procedures independent of the counseling direction. Interventions according to duration, intensity, number of people, client's problem, degree of directiveness, according to individual phases of the counseling process.
8. Individual consultation methods. Information consultation, distribution, clarification, ventilation, encouragement, interpretation, application of training, application of relaxation techniques, modeling, role playing, confrontation, reflection.
9. Group interventions. Methods of group counseling. Methods of consulting activity in school and educational consulting. Family counseling.

10. Educational, educational and preventive programs in education. Space for the application of developing and counseling programs. Performance-motivation programs. Preventive programs and projects aimed at the prevention of sociopathological phenomena among youth in primary and secondary schools.
11. System of school and educational counseling in Slovakia. The emergence and development of educational and psychological counseling. Special educational facilities. Educational counseling and prevention school facilities. Main activity and focus of counseling and prevention centers.
12. Cooperation of counseling workers in schools and counseling facilities. Duties of educational advisor, social pedagogue, prevention coordinator, school psychologist, special pedagogue and therapeutic pedagogue.
13. Tasks of an educational advisor in primary and secondary schools. Educational advisor's toolkit. Basic documentation of the educational advisor. Educational consulting abroad (school teacher in Poland, Slovenia, Croatia, USA, educational consultant in the Czech Republic).
14. Preventive and educational counseling. Pupils' behavioral problems. Causes of behavior disorders and delinquency in youth. Prevention of youth delinquent behavior from the point of view of educational counselor and social pedagogue. Integration and education of students with behavioral disorders.
15. Prevention of substance and non-substance addictions in education. Classification of substance and non-substance addictions. Methods and techniques of the work of an educational counselor and prevention coordinator in the field of addiction prevention and counseling. Creating a preventive school program.

Recommended literature:

- Hupková, I., Kuchárová, B., & Sejčová, Ľ. (2021). *Prevenencia v praxi. Látkové a nelátkové závislosti*. Bratislava: NOC, 2020. Dostupné na: <https://www.nocka.sk/wp-content/uploads/2021/07/NOC-Prevenencia-v-praxi-A5-web.pdf>
- Jarábek, K., & Koštrnová, D. (2014). *Výchovný poradca* [online]. Bratislava: Metodicko-pedagogické centrum. Dostupné na: https://archiv.mpc-edu.sk/sites/default/files/publikacie/jarabek_kostrnova_vychovny_poradca_web.pdf
- Knotová, D. a kol. (2014). *Školní poradenství*. Praha: Grada Publishing.
- Krnáčová, Z., & Križo, V. (2021). *Multidisciplinárny prístup v školách: Školský podporný tím* [online]. Národný projekt ŠTANDARDY, VÚDPaP. Dostupné na: <https://vudpap.sk/wp-content/uploads/2022/06/Multidisciplinarny-pristup-v-skolach-Skolsky-podporny-tim-v1.03.pdf>
- Kunčaková, S. (2021). *Manuál začínajúceho sociálneho pedagóga v škole*. Bratislava: VÚDPaP. Dostupné na: https://vudpap.sk/wp-content/uploads/2021/10/Manual-zacinajuceho-soc.ped_.v1.02.pdf
- Sejčová, Ľ. (2018). *Edukačné poradenstvo a perspektívy jeho rozvoja. Perspektívy rozvoja pedagogiky a andragogiky v Slovenskej republike a v krajinách strednej Európy* [elektronický dokument], Bratislava: Univerzita Komenského v Bratislave, 122-131.
- Sejčová, Ľ. (2011). *Pedagogicko-psychologické poradenstvo a poradenský proces*. Bratislava: Vydav. UK.
- Sejčová, Ľ. (2009). *Delikvencia mládeže*. Bratislava: STIMUL, Dostupné na: http://stella.uniba.sk/texty/FIF_SL-Delikvencia_mladeze.pdf

Languages necessary to complete the course:

Slovak

Last change: 15.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-moPE-056/24	Course title: Family and parenthood
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the course, students will: <ul style="list-style-type: none"> - Write an essay on a topic of their choice (max. 30 points). - Prepare solutions for educational situations (max. 30 points). - Complete a final knowledge test (max. 40 points). GRADING: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). To successfully pass the course, a minimum success threshold of 60% is required. The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After successfully completing the course, students will be able to: <ul style="list-style-type: none"> - identify the role of the family in contemporary society, - define and explain the concept of parenthood in their own words, - gain an overview of current theoretical and empirical approaches to parenthood, - evaluate the consequences of different parenting styles and parental actions, - recognize factors that influence child-rearing in the family, - apply pedagogical principles to solve educational situations, - understand the relationship between family and school and explain the role of parents in relation to school. 	
Class syllabus:	

1. Family: Terminological framework of the family. Characteristics of the family. Functions of the family and its transformations. Negative phenomena that can disrupt the educational-socialization function of the family.
2. Parenthood: Terminological framework of parenting: parent, parenthood, parental practice, parental activity, parental behavior, parenting education, and family education. Parenthood as a status. Parenthood as an activity and its aspects: child care, child protection, child education, and parental self-development. Theories of parenthood.
3. Parents: Characteristics of a parent. Knowledge and emotions of parents. Typology of motherhood. Intensive motherhood. Fatherhood.
4. Parental self-efficacy: Defining the concept of parental self-efficacy, its relation to similar concepts, forms, sources, and theories of parental self-efficacy functioning. The influence of parental self-efficacy on parental actions. Ways to influence parental self-efficacy.
5. Obedience or free will: Educational styles of parent, analysis of parenting styles, the influence of parents' personalities and experiences on the formation of parenting styles, harmonization of partners' parenting styles.
6. Sibling disputes: Sibling relationships in the family. Causes of conflicts between siblings. The influence of birth order on the developing child's personality. Family constellations and their impact on education. Ways to prevent sibling conflicts.
7. Negative emotions in education: Emotions and their manifestations. Ways of dealing with negative emotions in education. Recognizing emotions in children. Techniques for managing the expression of negative emotions.
8. Punishment as an educational tool?: Defining punishment in education. Analysis of educational situations regarding the use of punishment. Alternative educational tools. Ways to prevent the use of punishment in education.
9. Logical consequences and boundaries in education: Defining logical and natural consequences in education. How do we set and maintain boundaries in education? Logical consequence vs. punishment. Practical training in using logical consequences.
10. Struggle for power or attention at any cost: The struggle for attention and power (causes and consequences). Negativism in children. Analysis of specific educational situations. Effective ways to resolve educational situations.
11. Rewarding and encouraging children: Rewards, praise, and encouragement – similarities and differences. Reward vs. punishment. Approaches to rewarding and encouraging. Suitable and unsuitable forms of rewards. Ways of encouraging children.
12. Family and school: Relationships between school and family. Partnership between family and school. Forms of cooperation between school and family. Parental involvement. Communication between family and school. Intergenerational learning.

Recommended literature:

- Dreikurs, R., & Soltzová, V. (2012). *Deti ako výzva*. Adlerovská psychoterapeutická spoločnosť.
- Gavora, P., Dvorská, D., & Medveďová, J. (2024). *Rodičovstvo s deťmi do 3 rokov: Teória a výskum*. Vydavateľstvo Univerzity Komenského v Bratislave.
- Helus, Z. (2004). *Dítě v osobnostním pojetí*. Portál.
- Leman, K. (2016). *Sourozenecké konstelace*. Portál.
- Perryová, P. (2020). *Toto mali čítať naši rodičia (a naše deti sa potešia, ak si to prečítame my)*. Tatran.
- Rabušicová, M. (2016). *Medzigenerační učení. Teorie, výzkum, praxe*. MUNI: vydavateľstvo Masarykovej univerzity v Brne.
- Sobotková, I. (2012). *Psychologie rodiny*. Portál.

Languages necessary to complete the course:

slovak					
Notes:					
Past grade distribution					
Total number of evaluated students: 10					
A	B	C	D	E	FX
30,0	30,0	20,0	0,0	10,0	10,0
Lecturers: Mgr. Monika Mikulcová, PhD.					
Last change: 15.09.2024					
Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.					

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-006/24	Course title: Foundations of andragogy
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the teaching part (continuously): - seminar paper (30 points) on a selected topic from general andragogy, theoretical and applied disciplines of andragogy as well as selected problems of andragogical practice, e.g. Concepts of the theory of adult education, Contribution of selected personalities of andragogy to its development in the world and in Slovakia; Systemization of andragogy, Andragogical counselling, Professional education of adults, Management of human resources development, Career counselling, Social andragogical work and counselling, Cultural-educational and leisure activities of adults, Forms and methods of adult education, Trends of education and learning of adults in the context of lifelong learning, etc. In the examination period: - written test (70 points) The condition for admission to the examination is the achievement of a minimum of 10 points in the continuous assessment. Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and below). The instructor will accept a maximum of 2 absences with documented evidence. Violation of academic ethics will result in the nullification of the points earned in the respective grade item. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Examination dates will be announced via AIS no later than the last week of the instructional period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: After successful completion of the course, students have basic knowledge of the theory and practice of adult education, they are able to orient themselves in the system of andragogy as a scientific discipline. They understand the relationship between andragogy and pedagogy. They have the knowledge leading to the acquisition of the ability to identify and solve andragogical problems in the context of pedagogical situations. They are able to communicate in the professional language of andragogy.	
Class syllabus: 1. The development of adult learning theory. Adult pedagogy - Andragogy. 2. Constituting andragogy as a scientific discipline. Selected representatives of andragogy in Slovakia and abroad. 3. Andragogy in the system of sciences of education. Relationship of andragogy to other sciences.	

4. The subject of andragogy. Basic andragogical concepts.
5. Systemization of andragogy.
6. Adult man - the object of education and training.
7. Target groups of adult education.
8. Institutionalization and professionalization of adult education.
9. Systemic approach to education.
10. Forms and methods of adult education.
11. Importance and roles of adult education in contemporary conditions.
12. Adult education abroad. UNESCO and adult education.

Recommended literature:

Dvořáková, M., & Šerák, M. (2016). Andragogika a vzdělávání dospělých: vybrané kapitoly. Praha.

Ďurič, L., Hotár, V. S., & Pajtinka, I. et.al. (2000). Výchova a vzdelávanie dospelých - andragogika: terminologický a výkladový slovník. Bratislava.

Matulčík, J. (2003). Development and current status of andragogy in Slovakia. Andragoška Spoznanja, 29(2), 69-85.

Matulčík, J. (2021). Vývojové tendencie andragogiky ako vedy v kontexte celoživotného a širokoživotného vzdelávania a učenia sa dospelých. Pedagogika a andragogika 1 [elektronický dokument]: (vedy o výchove a vzdelávaní), 248-257. Bratislava.

Matulčíková, M., & Matulčík, J. (2012). Vzdelávanie a kariéra. Bratislava.

Prusáková, V. (2005). Základy andragogiky I. Bratislava.

S doplnkovou literatúrou budú študenti oboznámení počas výučby.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 349

A	B	C	D	E	FX
58,45	17,48	13,75	6,02	4,3	0,0

Lecturers: doc. PhDr. Július Matulčík, CSc.

Last change: 01.10.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-004/24	Course title: Foundations of school legislature
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The student will receive an assessment for: a) continuous evaluation: active participation, continuous assignments, processing of the selected topic (50 points), b) final evaluation: presentation of the selected topic (50 points). Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). A minimum of 60% is required for successful completion of the course. Absences are taken into account according to the Study Regulations of the Comenius University in Bratislava, Faculty of Arts (https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf). Violation of academic ethics may result in the cancellation of the points earned in the respective course assessment item. The exact date of the interim evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course, the student has knowledge of the basic legislative documents governing education and training in Slovakia. The student is able to find a legal solution to a specific situation.	
Class syllabus: 1. Thematic definition of terms: law, amendment, decree. The process of creating laws, decrees and other documents creating a legislative framework for education and training - how to read the law. 2. Historical excursion into the most important historical legislative documents related to education (Ratio educationis, Hungarian Education Act 38/1868, Small Education Act 1922...) 3. The system of schools and the educational system from the point of view of school legislation 4. State educational program in the context of school legislation 5. The teacher from the point of view of school legislation 6. Professional development and career stages of the teacher 7. Law no. 245/2008 Coll. as amended	

8. Law no. 138/2019 Coll. on pedagogical employees and professional employees and on amendments and additions to certain laws
9. Law no. 596/2003 Coll. in the wording of later transcriptions
10. Law no. 131/2002 Coll. in the wording of later transcriptions
11. Act No. 184/2009 Coll. in the wording of later transcriptions. Decree of the Kindergarten of the Slovak Republic no. 445/2009 Coll.
12. SR Government Regulation 201/2019, which establishes the scope of direct teaching activity and direct educational activity of pedagogical employees.

Recommended literature:

Boberová, Z. (2017). Začínajúci učiteľ a školská legislatíva I. Košice: UPJŠ.

Krajčír, Z., Mlsnová, J., & Surmajová, Ž. (2016). Zákon o výchove a vzdelávaní (Školský zákon) - komentár. Bratislava: Wolters Kluwer, s.r.o.

Zákon č. 61/2015 Z. z. o odbornom vzdelávaní a príprave a o zmene a doplnení niektorých zákonov

Zákon č. 95/1948 Zb. o základní úpravě jednotného školství.

Dôvodová správa k zákonu č. 415/2021 ktorým sa mení a dopĺňa zákon č. 245/2008 Z. z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov v znení neskorších predpisov a ktorým sa menia a dopĺňajú. Dostupné z: <https://www.najpravo.sk/dovodove-spravy/rok-2021/dovodova-sprava-k-zakonu-c-415-2021-z-z.html>

Štátny vzdelávací program pre základné vzdelávanie, 2023. Dostupné z: https://www.minedu.sk/data/files/11808_statny-vzdelavaci-program-pre-zakladne-vzdelavanie-cely.pdf

Školské zákony a aktuálne platná legislatíva k obsahu vzdelávania.

Ďalšia literatúra bude doplnená na začiatku alebo v priebehu semestra.

Languages necessary to complete the course:

Slovak

Notes:

-

Past grade distribution

Total number of evaluated students: 224

A	B	C	D	E	FX
30,36	19,2	22,77	14,73	9,38	3,57

Lecturers: Mgr. Janka Medveďová, PhD.

Last change: 09.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-043/24	Course title: Historical landmarks in education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: The student will receive an assessment for: a) continuous assessment: active participation, continuous test, continuous assignments, treatment of the selected topic (50 points), b) final assessment: final test in the credit week, presentation of the selected topic (50 points). Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). A minimum of 60% is required for successful completion of the course. Absences are taken into account according to the Study Regulations of the Comenius University in Bratislava, Faculty of Arts. Violation of academic ethics results in cancellation of points obtained in the relevant assessment item. The exact date of the interim evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After successfully completing the subject, the student can categorize the stages of development of pedagogical thinking and educational practice: in general and in comparison with the development in today's Slovakia. He has basic knowledge and can explain broader contexts regarding changes in educational practice. He can justify and give examples of the educational practice of schools and other educational institutions. The student can explain the reasons that led to fundamental changes in pedagogical thinking. He knows how to name important landmarks and important personalities in pedagogical thinking, he knows how to specify and appreciate basic pedagogical principles and principles in the past and he knows how to compare them with current trends.	
Class syllabus: 1. History of education and pedagogy in the system of pedagogical sciences. Subject of history of education and pedagogy. Historical research, historical research methods. 2. Education and training in the prehistoric period (Akkadian-Sumerian Empire, Babylonian Empire, India, Egypt, China, Japan, Hebrew education...).	

3. Ancient ideal of education in ancient Greece: (Athens, Sparta, Sophists, Socrates, Plato, Aristotle) and ancient Rome (kingdom, republic, empire, Seneca, M.T. Cicero, Varro, M.F. Quintilianus - Education of the speaker).
4. The Middle Ages and the medieval ideal of education: Christian education, patristics: St. Augustinus, scholasticism: T. Aquinas. The establishment of church schools, the establishment of the first universities: Bologna, Padua, Paris, Salamanca, Oxford, Cambridge, etc.; education in the territory of today's Slovakia in the Middle Ages (Old Slavic school, church schools, etc.).
5. Humanism and the Renaissance: pedagogical thinking in the period of humanism, V. da Feltre, J. L. Vives, E. Rotterdamský, Academia Istropolitana, Latin schools and school regulations in today's Slovakia.
6. The Reformation and its impact on European education. T. Luther, F. Melanchthon. Saxon school regulations. Counter-Reformation: Pedagogical system of the Jesuit order: Jesuit school rules, the importance of the University of Trnava in the development of education.
7. Baroque: W. Ratke, J. A. Comenský and his pansophical - educational system of J. A. Comenský. Analysis of the pedagogical works of J.A. Comenius (Great didactics, Kindergarten Information Center, General consultation on the correction of human affairs, Orbis pictus), Idea of lifelong education in Pampedia. Analysis of the work of J.A. Comenius; German pietistic education. (H. Francke).
8. Enlightenment: Enlightenment pedagogy; Philanthropism (Basedow, Rochov), J. Locke's empirical theories of knowledge. the upbringing and education of a young gentleman, the supernaturalist model of education by J. J. Rousseau; Teresian and Josephine reforms in Hungary (Ratio Educationis).
9. Development of pedagogical theories in German countries since the end of the 18th century: J.H. Pestalozzi – pedagogical ideas, beginnings of social pedagogy; J.F. Herbart - philosophical foundations of pedagogy as a science; F. W. Fröbel - preschool education, teaching aids and toys F. Fröbea, F. A. W. Diesterweg - raising the teaching profession.
10. L.N. Tolstoy – the theory of free education and its influence on the reform pedagogy of the beginning of the 20th century.
11. Politicization of upbringing, education and schooling at the turn of the 19th and 20th centuries. (H. Spencer, R. Owen, A.S. Makarenko, etc.).
12. Reform pedagogy, the new education movement and important pedagogical currents of the 20th century; selected pedagogical concepts (Waldorf pedagogy of R. Steiner, pedagogical system of M. Montessori, C. Freinet, Jena School, Dalton School, Psychoanalysis, Summerhill, etc.).

Recommended literature:

- Danek, J. (2015). Dejiny výchovy a vzdelávania na území Slovenska. Trnava: UCM.
- Kasper, T., & Kasperová, D. (2010). Dějiny pedagogiky. Praha: Grada.
- Kudláčová, B. (2009a). Človek a výchova v dejinách európskeho myslenia. Trnava: Veda.
- Kudláčová, B. (2009b). Dejiny pedagogického myslenia I. Počiatky vedomej výchovy a pedagogických tórií. Trnava: Veda.
- Pšenák, J. (2012). Dejiny školstva a pedagogiky. Žilina: UNIZA.
- Pšenák, J. (2011). Slovenská škola a pedagogika 20. storočia. Ružomberok: Verbum.
- Singule, F. (1992). Současné pedagogické směry a jejich psychologické souvislosti. Praha: SPN.
- *Other literature will be added at the beginning or during the semester.

Languages necessary to complete the course:

slovak

Notes:

Past grade distribution					
Total number of evaluated students: 12					
A	B	C	D	E	FX
50,0	8,33	25,0	0,0	0,0	16,67
Lecturers: Mgr. Janka Medved'ová, PhD.					
Last change: 09.09.2024					
Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.					

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-041/24	Course title: Inclusive education
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 1 per level/semester: 28 / 14 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: 1. studying the assigned materials before the lesson and making short assignments based on them: 20 points 2. completing two observation sheets based on the school visits: 30 points 3. conducting an interview with the teacher/lecturer of the lesson observed and handing in the transcript of the interview: 20 points 4. a reflective essay evaluating the strengths and possible areas of improvement in terms of inclusive education: 30 points Regular and active participation in the lessons is also a prerequisite. A maximum of 2 absences will be accepted. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% or less). Scale of assessment (preliminary/final): 50/50	
Learning outcomes: - Explain essential concepts related to inclusive education, including the following: culture, identity, diversity, equity, inclusion, multiculturalism, culturally responsive teaching, inclusive teaching; - Explain various understandings of inclusive teaching that include socioeconomic status, age, religion, culture, ethnicity, language, physical and mental disability, and gender identity; - Explain the importance and potential of diversity in the classroom: How it can enrich learning experiences and outcomes, and how teachers can uncover it; - Identify and explain the principles of teaching that is inclusive, and how teachers can support it; - Assess an example of class taught in a primary or secondary school to see if it is consistent with the principles of inclusive education. The course also develops the following transferable skills: communicating with diverse individuals, respectful communication, identifying one's own possible biases and ways to address them, critical thinking, teamwork and reflective learning.	
Class syllabus:	

1. Introduction. Expected outcomes of the course, method of teaching and student participation, assessment of outcomes, systematization of information and previous knowledge of students, first acquaintance of male and female students with each other and with the teacher
2. Multiculturalism, multicultural education and its basic concepts (culture, cultural pluralism, cultural relativism, ethnocentrism, enculturation, cultural transmission, acculturation, assimilation, ethnicity, nation, nationality, national minority, race) and their explanation with examples from practice
3. Inclusiveness as a current challenge in the European and global space: inclusive environment in Slovakia and the world. Stereotypes, prejudice, discrimination, racism, xenophobia, otherness, identity and ways to counter prejudice - using existing surveys and research
4. The concept of diversity, individual and group identity
5. Education that is culturally responsive and perspectives on this concept in different countries
6. Multicultural vs. inclusive education, the value of diversity, the concept of decolonialism
7. Implications of inclusive education on student thinking and action
8. Pedagogical tools and approaches supporting inclusive education
9. Criteria of multicultural education - perspectives of different authors
10. Excursion No. 1 - in an institution dedicated to inclusive education (e.g. Milan Šimečka Foundation)
11. Excursion No. 2 - in an institution dedicated to inclusive education (e.g. Centre for Support of Exiles from Ukraine).
12. Class observation (focused on inclusivity in teaching)
13. Class observation - in a different school (focused on inclusivity in teaching)
14. Final colloquium

Recommended literature:

- Chen, H. J. (2018). Towards a Safe and Respectful Campus. *Perspectives of Multicultural Education. International Dialogues on Education*, 5(2), 103-113.
- Gay, G. (2002). Preparing for Culturally Responsive Teaching. *Journal of Teacher Education*, 53(2), 106-116.
- Fülloková, S. et. al. (2009). *MultikulturART – spoznaj kultúru menšín. (MultikulturART – meet the culture of minorities)*. Bratislava: Vydavateľstvo Lúč pre OZ Človek v ohrození.
- Hjerm, M., Sevä, I. J., & Werner, L. (2018). How critical thinking, multicultural education and teacher qualification affect anti- immigrant attitudes. *International Studies in Sociology of Education*, 27(1), 42-59.
- Kominarec, I., & Kominarecova, E. (2015). *Základy multikultúrnej komunikácie*. Prešov: Prešovská univerzita.
- Lani, F., & Linklater, H. (2010). Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369-386.
- Průcha, J. (2010). *Interkulturní komunikace*. Praha: Grada.
- S doplňujúcou literatúrou budú študenti/študentky oboznámení počas výučby.

Languages necessary to complete the course:

slovak, czech and english

Notes:

-

Past grade distribution					
Total number of evaluated students: 220					
A	B	C	D	E	FX
51,36	31,82	9,09	4,09	2,27	1,36
Lecturers: Mgr. Gabriela Pleschová, PhD.					
Last change: 17.09.2024					
Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.					

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-moPE-055/24	Course title: Inquiry strategies in education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: To successfully complete the course, students will work on seminar tasks, create a student portfolio by completing partial assignments, and pass a colloquial exam (oral examination). The student portfolio includes: - Creation of methodology for teaching materials using inquiry-based strategies for children/pupils based on the instructor's assignment (40 points). - Creation of an educational comic for children/pupils to eliminate a specific misconception (30 points). Colloquial exam: (max. 30 points). Total: max. 100 points. To successfully pass the course, a minimum success threshold of 60% is required. Grading: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less) The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: Upon successfully completing the course, the student will have knowledge of inquiry-based education strategies, inquiry-based learning, inquiry-based activities, and research methods. They will understand children's misconceptions and how to use inquiry strategies with children/pupils in science education, both in school and extracurricular facilities.	
Class syllabus: 1. Contemporary generations of children and youth. Current education concept in Slovakia. 2. Holistic approach to the child's personality. 3. Albert Bandura's theory – the concept of agency.	

4. The child as an object and subject of the educational process. The child as an agent, the child not an actor.
5. The concept of inquiry-based learning (IBL) and inquiry-based activities (IBA) with examples from science education. IBL/IBA from the teacher's and students' perspectives.
6. Limits and benefits of IBL/IBA in education.
7. Children's misconceptions and their significance in the educational process. The importance of personal experience in education.
8. The importance of understanding, curiosity, and thinking in children's perception of the world. Inquiry, active research, and inquire-based activities.
9. Strategies applicable in IBL/IBA. Science experiments in IBL/IBA. Using science comics in IBL/IBA. Experiential learning methods and creative drama methods in the context of IBL/IBA.
10. Active listening. Brainstorming, Mind Mapping. Using the EUR method. Supporting critical thinking. Working with curiosity-inducing questions – proper question formulation. Peer education.
11. Current research on IBL/IBA. Current trends in children's theories of world perception.
12. School, family, and the social environment influencing the choice of inquiry-based education strategies.

Recommended literature:

- Hejnová, E., & Hejna, D. (2016). Rozvoj vědeckého myšlení žáků prostřednictvím přírodovědného vzdělávání. *Scientia in educatione*, 7(2).
- Majerčíková, J., Wiegerová, A., Gavora, P., & Navrátilová, H. (2020). Vzdělávání založené na bádání dětí v podmínkách mateřských škol. Zlín: Nakladatelství UTB.
- Sotáková, I., Ganajová, M., & Babincáková, M. (2020). Inquiry-Based Science Education as a Revision Strategy. *Journal of Baltic Science Education*, 19(3), 499-513.
- Szimethová, M., Wiegerová, A., & Horká, H. (2012). Edukačné rámce prírodovedného poznávania v kurikule školy. Bratislava: OZ V4.
- Szimethová, M., Krajcarová, J., & Pacholík, V. Proč? Proč? Proč? Aneb odpovědi na otázky kolem nás: přírodní vědy pro střední školy. Zlín: UTB ve Zlíně.

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: Mgr. Monika Mikulcová, PhD.

Last change: 15.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-005/24	Course title: Management of an educational institution
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 1 per level/semester: 28 / 14 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Weight of interim / final assessment: 80/20 Scale of assessment (preliminary/final): 80/20	
Learning outcomes: After completing the course, the student is able to express the essence of management of education or other pedagogical institutions in the Slovak Republic and internal management; knows the specifics of management in the field of comprehensive management, quality management. The student is able to apply the knowledge of other pedagogical disciplines to the field of image, culture and climate in the institution.	
Class syllabus: 1. Basic terminology of management. 2. Micro and macro management. 3. Structure of management mechanisms of educational institutions in Slovakia. 4. Director, manager. 5. Communication in institutions, rules and their observance. 6. Institution culture. 7. Control mechanisms in pedagogical institutions. 8. Mentoring and coaching. 9. Legislative framework of existence of pedagogical institutions in Slovakia. 10. Manager's decision.	

11.Collaboration, networking, partnerships of organizations.

12.Team formation and group dynamics.

Recommended literature:

Brooks, I. (2003). Firemní kultura. Brno: Computer Press.

Eger, L. (2006). Řízení školy. Plzeň: Fraus.

Kachaňáková, A. et. al. (2011). Personálny manažment. Bratislava: VŠEMVS.

Pol. M. (2005). Kultura školy. Brno: MuniPress.

Wiegerová, A. et. al. (2024). Partnerstvá v systéme duálneho vzdelávania. Bratislava: APZD.

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

Zákon 138/2019 Z.z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov

Spríevodca školským rokom 2022/2023. /Dostupné on-line/ <https://www.minedu.sk/sprievodcaskolskym-rokom-20202021/>

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 277

A	B	C	D	E	FX
54,87	24,19	14,44	4,33	1,08	1,08

Lecturers: prof. PaedDr. Adriana Wiegerová, PhD.

Last change: 11.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-007/24	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The output of the graduated course is during the teaching part: a) Written elaboration of selected parts of the own diploma thesis that meet the formal and content requirements for diploma theses given by the internal quality system of Comenius University (20 points). The formal modification of the text and its content, the use of 5 bibliographic references in the list of bibliographic references to the final thesis and the design of the structure of the final thesis, the selection of the research method and the sketch of implementation are evaluated. b) Research project or Power Point presentation (20 points) containing: research topic, overview of relevant literature, research objective, research questions, overall research strategy and procedure, methodological preference, description and methods of compiling the research sample, research methods, timetable for collecting research data in the field, methods of collecting and analyzing research data and procedures for creating research findings and conclusions. Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59 or less %) .Teachers and teachers accept a maximum of 2 absences with proven evidence. Violation of academic ethics results in the cancellation of the points earned in the relevant assessment item. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After successfully completing the course, the student has acquired knowledge about the rules of writing a diploma thesis and adherence to the rules of academic ethics. Masters the correct citation and referencing of the sources used, understands the content and formal requirements for the creation of a diploma thesis depending on the internal quality system of CU. Has sufficient competences to process the final thesis, knows the principles of building a professional text, acquires the ability to work correctly with professional literature, formulate a research problem and hypotheses, collect empirical data and adequately process and interpret them.	
Class syllabus: 1. Basic requirements for the diploma thesis in the field of Teaching and Pedagogical Sciences. 2. Creation of a presentation for own research. 3. Acceptance of constructive criticism. 4. Discussion of the results of own research.	

5. Research ethics.
6. Rules of citation in the field.
7. Errors in the creation of diploma theses.
8. How to present the processed data.
9. Data interpretation.
10. The course of the defense.
11. How to read the opinions.
12. How to prepare for the defense.

Recommended literature:

- Gavora, P. (2000). Úvod do pedagogického výzkumu. Brno: Paido.
- Hendl, J. (2006). Přehled statistických metod zpracování dat. Praha: Portál.
- Lichnerová, L. (2006). Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave Bratislava: Stimul
- Maňák, J., Švec, Š., & Švec, V. (eds.). (2005). Slovník pedagogické metodologie. Brno: Masarykova univerzita a Paido.
- Matulčíková, M., Wiegerová, A., & Molnár, A. (2023). Manuál tvorby záverečnej práce na KPED. Bratislava: FiF UK.
- Miovský, M. (2006). Kvalitativní přístup a metody v psychologickém výzkumu. Praha: Grada Publishing.
- Punch, K. F. (2008). Úspěšný návrh výzkumu. Praha: Portál.
- Spousta, V. et al. (2000). Vademekum autora odborné a vědecké práce. Brno: PF MU.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 183

A	B	C	D	E	FX
64,48	19,13	7,1	4,37	4,37	0,55

Lecturers: prof. PaedDr. Adriana Wiegerová, PhD.

Last change: 11.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-002/24	Course title: Methodology of educational sciences
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-moPE-002/15	
Course requirements: - Completion of assignments (max. 30 p.) - Planning, implementation and evaluation of a small research (max. 40 points) - Final examination of knowledge and skills (max. 30 points) Grading A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: After successfully completing the course, students can explain basic methodology concepts, describe methods of collecting and evaluating research data. They can explain the principles and stages of quantitative and qualitative educational research. They can project, conduct and evaluate their own scientific or action research.	
Class syllabus: 1. Educational research - scientific theory, research, educational research, methodology. The relation of educational research to educational theory and practice. Research - action research - evaluation. 2. Planning, organization and implementation of a field study. Stages of research work. Information search for research. 3. Ethical principles in working with research subjects, in data collection and publication.	

4. Thinking about a research problem. The difference between a topic and a research problem. Reasoning of a researcher. Preparation of a research project.
5. Quantitative and qualitative research designs: Comparison of qualitative and quantitative research, their philosophical foundations, goals, focus and procedures for collecting and processing research data.
6. Qualitatively oriented educational research: Selected currents (branches) of qualitative research: Ethnography, Phenomenological analysis, Narrative and Dramaturgical approach.
7. Qualitative research process: Access. Research methods. Data analysis. Thematic analysis. Grounded theory. Quality standards of qualitative research.
8. Quantitatively oriented educational research: Formulation of a research problem. Variables and hypotheses. Hypothesis testing in scientific research. Measurement and quantification in educational research.
9. Quantitative research methods, research instruments.
10. Development of a research instrument, validity and reliability of a research instrument
11. Research data collection methods: Observation, questionnaire, rating scales, tests, experiment.
12. Processing of data: Analysis and interpretation of research data. Discussion of research findings. Recommendations for practice.

Recommended literature:

- Gavora, P. (2008). Úvod do pedagogického výskumu. (4. vyd.) Bratislava: Univerzita Komenského v Bratislave.
- Gavora, P. (2007). Sprievodca metodológiou kvalitatívneho výskumu. (2. vyd.) Bratislava: Univerzita Komenského v Bratislave.
- Chráška, M. (2007). Metódy pedagogického výskumu. Praha: Grada Publishing.
- Hendl, J. (2008). Kvalitatívni výzkum. Základní teorie, metody a aplikace. (2. aktualizované vydání) Praha: Portál.
- Hendl, J., & Remr, J. (2017). Metody výzkumu a evaluace. Praha: Portál.
- Masaryk, R. (2021). Ten druhý výskum. Úvod do kvalitatívnych metód v psychológii. Bratislava: Univerzita Komenského v Bratislave.
- Strauss, A., & Corbinová, J. (1999). Základy kvalitatívniho výskumu. Postupy a techniky zakotvené teorie. Boskovice: Nakladatelství Albert.
- Šeďová, K., & Švaříček, R. (2007). Kvalitatívni výzkum v pedagogických vědách. Praha: Portál.

Languages necessary to complete the course:

slovak, english

Notes:

Past grade distribution

Total number of evaluated students: 365

A	B	C	D	E	FX
51,51	27,12	13,97	3,84	2,47	1,1

Lecturers: prof. PhDr. Peter Gavora, CSc.

Last change: 15.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-038/24	Course title: Pedagogical prevention of addictions
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: report and written exam; - continuous evaluation during the teaching part: report on a selected topic from the subject matter (30 points), - in the credit period: written exam (40 points). The student will be admitted to the written exam only with min. by the number of 10 points from the interim assessment. Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). Two absences with proven documents are allowed. Violation of academic ethics results in cancellation of points obtained in the relevant assessment item. The exact date and topics of the interim assessment will be announced at the beginning of the semester. The dates of the written exam will be announced in the last week of the teaching session at the latest. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Students will gain knowledge about pedagogical solutions to students' problems in connection with alcoholic and non-alcoholic drugs and addictions to non-narcotic drugs. They will acquire the ability to implement a preventive program designed for children and youth.	
Class syllabus: 1. Drugs and drug addiction - drug use in history and in the present, classification of drug addictions. 2. Nicotinism and alcohol abuse - manifestations, consequences, treatment and prevention of nicotineism and alcoholism. 3. The most famous substance drugs - manifestations of their use (addiction to marijuana, cocaine, opiates, LSD and hallucinogens, ecstasy, volatile substances, sedatives and hypnotics, amphetamines, methamphetamine and others). 4. Consequences and causes of substance drug use – theories of addiction, personality factors. 5. Therapy and treatment of drug addictions. One-time help, counseling, outpatient and inpatient treatment. System of treatment of patients with addiction in Slovakia. 6. Non-substance (non-chemical) addictions – classification of non-substance addictions.	

7. Internet addiction - manifestations, causes, consequences, treatment and prevention. Addiction to television, telephone calls.
8. Gambling - pathological gambling - causes, treatment and prevention.
9. Workaholism – addiction to work. Addiction to cults and sects - consequences and prevention.
10. Oniomania (pathological shopping) - causes, treatment and prevention.
11. Addiction to diets and starvation, addiction to food - treatment and prevention of eating disorders.
12. Prevention of substance and non-substance addictions in education. Creating a preventive school program.
13. Methods and techniques of the work of an educational counselor and social pedagogue in the field of addiction prevention and counseling.

Recommended literature:

- Horská, P., & Sejčová, L. (2023). Riziko vzniku závislosti u detí a mládeže od počítača a internetu. *Mládež a spoločnosť*, 29(1), 20-42.
- Hupková, I., Kuchárová, B., & Sejčová, L. (2020). *Prevenia v praxi. Látkové a nelátkové závislosti*. Bratislava: Národné osvetové centrum. Dostupné na: <https://www.nocka.sk/wp-content/uploads/2021/07/NOCPrevenia-v-praxi-A5-web.pdf>
- Křížová, I. (2021). *Závislosti. Pro psychologické obory*. Praha: Grada.
- Mackuľak, T., Bodík, I., & Bírošová, L. (2020). *Drogy a liečivá okolo nás*. Bratislava: Spektrum STU.
- Nešpor, K. (2018). *Návykové chování a závislost*. Praha: Portál.
- Reznická, A., & Sejčová, L. (2019). Rizikové používanie internetu a počítača u mladých ľudí vo veku 15 - 25 rokov. *Psychiatria. Psychoterapia. Psychosomatika*, 26(3), 22-33.
- Sejčová, L. (2011). *Mladí v sieti závislostí*. Bratislava: Album.

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 150

A	B	C	D	E	FX
68,67	24,0	6,67	0,0	0,0	0,67

Lecturers: doc. PhDr. Ľuboslava Sejčová, CSc.

Last change: 01.07.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-020/24	Course title: Preschool age child assessment
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites: FiF.KPg/A-moPE-034/15 - Pre-school Pedagogy or FiF.KPg/A-moPE-034/24 - Preschool education	
Course requirements: A condition for successfully completing the course is ongoing work in seminars, visits to a preschool facility in the form of observations (listening), completion of partial assignments, and a written exam. Ongoing assessment: - Completion of 2 observations in a preschool facility and observation of preschool-age children according to the instructor's assignment (max. 20 points). - Creation of diagnostic tools for preschool-age children according to the instructor's assignment (max. 40 points). - Final written exam (max. 40 points). TOTAL: max. 100 points. To successfully pass the course, a minimum success threshold of 60% is required. GRADING: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After successfully completing the course, the student will be able to formulate principles, methods, and techniques for evaluating the outcomes of preschool education. They will know how to describe and explain the procedures for assessing, analyzing, and evaluating the current developmental level of a child as both a subject and an object of educational influence in kindergarten. The student will be prepared to create, adapt, and use standardized and non-standardized methods of	

assessment preschool-aged children, such as observation sheets for visual, auditory, motor, and speech development, as well as for mathematical concepts, artistic products, and self-care and social skills of preschool-aged children.

Class syllabus:

1. Terminological grounding of concepts: diagnostics, diagnosing, diagnosis, and prognosis. Their understanding in pedagogical theory. Diagnostic and diagnosing models.
2. Pedagogical diagnostics as a foundation for activities in kindergarten – a special practical activity for teachers. The importance of pedagogical diagnostics for the teacher's work.
3. The current state and evaluation of pre-primary education in Slovakia. Evaluation of pre-primary education in an international context.
4. Methods and techniques of pedagogical diagnostics. Testing preschool-aged children. Records from diagnosing. Types of records. Observation. Observation sheets and how to work with them.
5. Assessment procedures, principles, and methods of evaluating preschool education outcomes. Analysis of children's products. Children's drawings.
6. Diagnostics methods aimed at groups of children, classes, and schools. Differentiation in diagnosing special groups of preschool-aged children. School readiness and preparedness.
7. The content of pedagogical assessment in the preschool education system (perception, psychomotor skills, physical development).
8. The content of pedagogical assessment in the preschool education system (cognitive abilities, memory, attention, communication skills, laterality).
9. The content of pedagogical assessment in the preschool education system (school readiness, play, motivation, emotionality, behavior, artistic expression, creativity).
10. Basic mathematical concepts, spatial awareness, and time perception in preschoolers. Self-care and social skills of preschool-aged children.
11. Assessment children through play. Concept mapping, children's comics, and children's experiments as alternative ways of diagnosing children.
12. Self-diagnosis as a means of self-awareness, professional, and personal development for teachers, as well as a way of understanding children. Diagnostic errors in teachers' work. Application of methods in teaching.

Recommended literature:

- Jackulíková, J., & Králiková, J. (2013). *Pedagogická diagnostika v praxi materskej školy*. Bratislava: Raabe.
- Majerčíková, J. (2012). *Rodina s predškólakom. Výskum rodín s deťmi predškolského veku*. Bratislava: Univerzita Komenského.
- Sedláčková, H., Syslová, Z., & Štěpánková, L. (2012). *Hodnocení výsledků předškolního vzdělávání*. Praha: Wolters Kluwer ČR.
- Szimethová, M., & Majerčíková, J. (2014). *Podpora kvality predškolského vzdelávania cez výtvarné a prírodovedné experimenty. Rovnosť a kvalita v predškolskom vzdelávaní ako predpoklad udržateľného rozvoja*. Prešov: Prešovská univerzita.
- Vygotskij, L. S. (2004). *Psychologie myšlení a řeči*. Praha: Portál.
- Pedagogické a spoločenskovedné vedecké časopisy*.

Languages necessary to complete the course:

Slovak, Czech

Notes:

Past grade distribution					
Total number of evaluated students: 300					
A	B	C	D	E	FX
53,67	16,0	14,0	9,0	6,33	1,0
Lecturers: Mgr. Monika Mikulcová, PhD.					
Last change: 15.09.2024					
Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.					

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-034/24	Course title: Preschool education
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-moPE-034/15	
Course requirements: To successfully complete the course, students will participate in seminars, complete partial assignments, and pass a colloquial exam (oral examination). Ongoing assessment: - Presentation of current topics in preschool education - student discussion contribution (max. 20 points) - Creation of an educational material for preschool-aged children based on the instructor's assignment (max. 30 points) - Excursion/visit to a preschool facility (max. 20 points). Final assessment: - Colloquial exam / oral examination (max. 30 points) TOTAL: max. 100 points To successfully pass the course, a minimum success threshold of 60% is required. GRADING: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less) The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: After successfully completing the course, the student will have knowledge about the specifics of the preschool-aged child's personality, its development, and how to foster it. The student will be able to construct arguments and critically evaluate the current state of childhood and children's lives within the family and institutional settings. The student will also gain a basic understanding of selected preschool education concepts and the origins of institutional preschool education. They will be able to identify alternative preschool education institutions.	

Class syllabus:

1. Interpretation of concepts in preschool education. The position of preschool education within the system of sciences.
2. Learning theories and teaching concepts applicable in the process of teaching preschool-aged children.
3. The origin and development of preschool education in Slovakia and in an international context.
4. The preschool education curriculum in Slovakia. Curricular documents - state educational program; school educational program. Legislative framework and pedagogical documentation.
5. Institutions and facilities for preschool-aged children in Slovakia. Kindergartens. Corporate facilities. Community facilities. Community schools. Forest kindergartens. Centers for families with preschool-aged children.
6. The preschool-aged child as an active participant in preschool facilities. The child and their uniqueness. Childhood.
7. Characteristics of cognitive, socio-emotional, perceptual-motor development of preschool-aged children and how to foster it. Assessing preschool-aged children.
8. Children's play and toys in the life of preschool-aged children. Educational toys. Children's play as a fundamental form of activity and a means of learning. Pedagogical guidance of children's play, the role of the teacher in children's play.
9. Children's interpretation of the world. Children's drawing. Inquiry activities in kindergarten.
10. The uniqueness of 2-year-old and 5-year-old children. The 2-year-old child in the education system. The 5-year-old child in preschool education. School readiness and preparedness. Deferral of compulsory school attendance.
11. The teacher in preschool facilities and their role. The teacher vs. the guide of children.
12. The school and family of a preschooler. Mutual cooperation. The triad of relationships: school - family - society.

Recommended literature:

- Kolláriková, Z., & Pupala, B. (2010). Předškolní a primární pedagogika/ Predškolská a elementárna pedagogika. Praha: Portál.
- Mikulcová, M., & Wiegerová, A. (2024). Community education as an innovation to education of children and pupils in education in Slovakia. International Technology, Education and Development. Valencia.
- Opravilová, E. (2016). Předškolní pedagogika. Praha: Grada.
- Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Konsolidované znenie [online]. Bratislava: MŠVVŠ SR, 2022 [cit. 2024-06-05]. Dostupné na: <https://www.minedu.sk/data/att/96d/24534.b6f65c.pdf>
- Wiegerová, A., & Gavora, P. (2015). Conceptualisation of the child and childhood by future preschool teachers. *Pedagogika* 65(5), 502 – 515.
- Wiegerová, A., & Gavora, P. (2014). Proč chci být učitelkou mateřské školy? pohled kvalitativního výzkumu. *Pedagogická orientace*, 24(4), 510-534.

Languages necessary to complete the course:

Slovak, Czech

Notes:**Past grade distribution**

Total number of evaluated students: 355

A	B	C	D	E	FX
25,92	20,0	25,07	16,62	8,73	3,66

Lecturers: Mgr. Monika Mikulcová, PhD.
Last change: 15.09.2024
Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-993/24	Course title: Preschool education {state examination subject}
Number of credits: 4	
Educational level: II.	
Antirequisites: FiF.KPg/A-moPE-993/15	
<p>Course requirements:</p> <p>A student can take the state exam</p> <p>a) after obtaining at least such a number of credits that, after obtaining credits for successfully passing the state exams, the required number of credits is reached for the proper completion of the studies,</p> <p>b) after successfully completing compulsory subjects, compulsory optional subjects and optional subjects in the composition determined by the study program,</p> <p>c) after fulfilling the student's obligations arising from § 71, par. 3 letters b of the Act on Universities,</p> <p>d) if no disciplinary proceedings are being conducted against him.</p> <p>Successful completion of the subject of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the commission for state exams with classification grades A to FX. The examination board decides on the evaluation of the state exam or its part by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting. Violation of academic ethics results in cancellation of points obtained in the relevant assessment item.</p> <p>Based on the wording of the study regulations of the faculty (VP 5/2020, Article 15), the framework dates of state exams are set by the dean in accordance with the faculty study schedule. The department is obliged to publish the dates of the state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system at least three weeks before the exam date.</p> <p>The student is entitled to one regular and two correction dates of the state exam. The regular term is the one for which the student registered for the first time in the term set for the state exams. If the student was evaluated with an FX grade on the regular date of the state exam, the student can take the correction dates of the state exam:</p> <p>a) in the following dates for holding state exams in the relevant academic year or</p> <p>b) in terms of holding state exams in any of the following academic years in accordance with § 65, par. 2 of the Act on Universities.</p> <p>If, for serious reasons, the student is unable to participate in the state exam date for which he has registered, he is obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the state exam date or part of it, if there were serious obstacles that prevented him from apologizing in advance. If a student does not appear for the state exam or part of it on the specified date without an excuse, or if the chairman of the examination committee does not accept his excuse, he is evaluated with an FX grade for the given date of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
Learning outcomes:	

A student who passes the state exam comprehensively manages the issues of the state exam in the context of the set areas. He has theoretical and practical knowledge based on the current state of knowledge in the field of preschool pedagogy, as well as the ability to apply and use them creatively. He controls the specifics of cognitive, social-emotional and perceptual-motor development of children of preschool age, has an overview of the most widespread concepts of preschool education, is able to analyze and compare different approaches to the upbringing and education of children from birth to entry into elementary school in terms of their contribution to optimizing development of a child of preschool age. He can apply knowledge from preschool pedagogy to intersubject relationships, he is able to think critically and argue scientifically.

Class syllabus:

1. The student will attend the registered date of the state exam according to the schedule set by the department.
 2. The student receives a question from the subject of the state exam, which is entered in writing and anonymously in the form of a random selection from printed questions or a generator.
 3. The examination board will give the student adequate time to prepare an oral answer to the given question.
 4. The student presents a prepared answer to the question in front of the examination committee and also answers additional questions.
 5. After the student's answer is finished, the examination board will decide on the results of the state exam, which will take place at a closed session of the examination board.
- The course of the state exam and the announcement of its results are public.

State exam syllabus:

1. The position of preschool pedagogy in the system of pedagogical sciences.
2. J. Piaget - the significance of his work for preschool pedagogy.
3. L. S. Vygotsky - the significance of his work for preschool pedagogy.
4. J. Bruner's theory and its influence on the formation of preschool pedagogy.
5. A. Bandura's theory and its influence on the formation of preschool pedagogy.
6. Education, training, education - theoretical analysis of concepts in the context of preschool pedagogy.
7. State educational program for preschool education in the Slovak Republic - analysis of the document.
8. The child as a co-creator of his own development - the language and conceptual world of the child, the child's interpretation of the world.
9. Alternative approaches and concepts in preschool education.
10. The relationship between preschool and primary education - analysis through curriculum documents.
11. Content of preschool education in Slovakia – theoretical and conceptual concept, content analysis.
12. International context of preschool education - UNESCO, UNICEF, OECD.
13. ISCED – analysis of the international classification of education with an emphasis on pre-primary education.
14. The family as the first educational institution. Its importance in the upbringing and education of a child of preschool age.
15. Research in the field of preschool education - analysis of selected research topics (3).
16. A game, a toy in the life of a preschool child.
17. School-family-society – analysis of relationships with an emphasis on preschool pedagogy.
18. Diagnosing a child of preschool age - the importance of the family and other institutions.
19. Methods of diagnosing a child of preschool age.

20. Institutions involved in the education of children of preschool age - analysis of their importance in the development of the child.

Recommended literature:

- Bednářová, J., & Šmardová, V. (2007). Diagnostika dítěte předškolního věku: co by dítě mělo umět ve věku od 3 do 6 let. Brno: Computer Press.
- Corsaro, W. (2005). The Sociology of Childhood. Thousand Oaks, CA: Pine Forge Press.
- Gavora, P., Mareš, J., Svatoš, T., & Wiegerová, A. (2020). Self efficacy v edukačních souvislostech II. Zlín: Nakladatelství UTB.
- Greger, D. et al. (2015). Spravedlivý start? Praha: UK.
- Hašková, H., Saxonberg, S. (eds.), & Mudrák, J. (2012). Péče o nejmenší. Boření mýtů. Praha: Slon.
- Helus, Z. (2004). Dítě v osobnostním pojetí. Praha: Portál.
- Klenková, J., & Kolbábková, H. (2003). Diagnostika předškoláka. Brno: MC nakladatelství.
- Kutálková, D. (2005). Jak připravit dítě do 1. třídy: rozvoj obratnosti, smyslové vnímání, řeč, náměry na hry, kresba, školní zralost. Praha: Grada.
- Majerčíková, J. (2012). Rodina s předškolákem. Výskum rodín s deťmi predškolského veku. Bratislava: Univerzita Komenského.
- Majerčíková, J., & Rebendová, A. (2016). Mateřská škola ve světě univerzity. Zlín: UTB ve Zlíně.
- Majerčíková, J., Wiegerová, A., Gavora, P., & Navrátilová, H. (2020). Vzdělávání založené na bádání dětí v podmínkách mateřských škol. Zlín: Nakladatelství UTB.
- Navrátilová, H., Urbánek, P., Pacholík, V. & Picková, H. (2020). Pohled zevnitř na učitelské sbory mateřských a základních škol. Zlín: Nakladatelství UTB.
- Petrová, Z. (2008). Vygotského škola v pedagogike. Trnava: TU v Trnave.
- Syslová, Z., Borkovcová, I., & Průcha, J. (2014). Péče a vzdělávání dětí v raném věku: komparace české a zahraniční situace. Praha: Wolters Kluwer ČR.
- Vygotskij, L. S. (2004). Psychologie myšlení a řeči. Praha: Portál.
- Wiegerová, A., & Gavora, P. (2014). Proč se chci stát učitelkou mateřské školy? Pedagogická orientace, 24(4), 510 – 534.
- Wiegerová, A. et al. (2012). Self-efficacy v edukačných súvislostiach. Bratislava: SPN.
- Wiegerová, A. et al. (2015). Profesionalizace učitele mateřské školy z pohledu reformy kurikula. Zlín: UTB ve Zlíně.

Languages necessary to complete the course:

Slovak

Last change: 15.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-moPE-052/24	Course title: Professional Communication with Employers
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Active class participation (25%). written assignment (25%). final written portfolio (50%). Violation of academic ethics will result in the nullification of the points earned in the appropriate assessment item. Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% or less). Scale of assessment (preliminary/final): 50/50	
Learning outcomes: 1. Understand and explain the current situation in the job market within their field, 2. Apply the principles and processes of professional communication, both written and spoken, and in-person or virtual, 3. Critically evaluate others' professional communication, 4. Produce appropriately suitable CVs, cover letters, elevator pitches, as well as undertake a professional job interview with better preparation and less stress	
Class syllabus: 1. Introduction. Expected outcomes of the course, method of teaching and student participation, assessment of outcomes, systematization of information and previous knowledge of students, first acquaintance of male and female students with each other and with lecturers. 2. How to find a suitable job in the labour market. 3. Internships and job search. 4. Professional identity (on- and off-line). 5. CVs: academic and non-academic. 6. Cover letters. 7. Cover letter/ Personal statement. 8. Grant application proposals. 9. The elevator pitch. 10. Job interviews. 11. What employers want.	

12. Meeting with a human resources specialist.
13. Multiculturalism and the corporate world.
14. Final evaluation.

Recommended literature:

Dingwall, J. R., Labrie, C., McLennon, T., & Underwood, L. (2024). Professional Communications Creative Commons Attribution: <https://ecampusontario.pressbooks.pub/profcommsonario>

Future of Jobs Report (2023). World Economic Forum: <https://www.weforum.org/reports/the-future-of-jobs-report-2023/digest>

Plung, D. (2024). The Art of Professional Communication: Strategies that Advance Careers. Routledge.

Schnurr, S. (2013). Exploring Professional Communication Language in Action. Routledge

Steyne, L., Simon, A., Kam, A. Timár, E., & Beneš, J. (2022). "Team up: Lessons from Moving an Academic Writing Course for University Teachers in Slovakia and Czechia Online." International Perspectives on Teaching and Learning Academic English in Turbulent Times, Fenton, J., Gimenez, J., Mansfield, K., Percy, M. & Spinillo, M. (eds), Routledge, 157-168.

Languages necessary to complete the course:

english

Notes:

This course has been designed and offered as part of the international collaborative Erasmus+ project BELONG 2021-1-SK01-KA220-HED-000023528, www.fphil.uniba.sk/belong

Past grade distribution

Total number of evaluated students: 12

A	B	C	D	E	FX
83,33	16,67	0,0	0,0	0,0	0,0

Lecturers: Mgr. Ágnes Simon, PhD.

Last change: 17.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAnd/A-moPE-027/24	Course title: Professional practice 1
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 2t Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Preparation of student portfolio (max. 40 points). Oral examination (max. 10 points). TOTAL max. 50 points To successfully complete the course, a minimum success threshold of 60% is required. The student will complete a professional practice at an approved host institution (lasting 80 hours) and demonstrate their knowledge and skills in the colloquial exam (oral examination). During the semester's assessment week, the student will submit a student portfolio from the practice, which includes: - a description of the workplace of the given institution; a description of the internship process (from the student's observation and active participation), a reflection on the student's internship, attached documentation; - a student diary (a student diary from practice); - a written report, an evaluation report, and a certificate of completion of the student's professional internship of 40 hours (the host institution will confirm this with a signature and stamp). Both the formal presentation of the text and its content will be evaluated – the student portfolio from the completed practice. GRADING: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less) A violation of academic ethics will result in the annulment of points obtained in the respective assessment category. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 80/20	
Learning outcomes: -To gain an overview of institutions dealing with children, youth, and families. - To apply acquired knowledge and skills in practice. - During their pedagogical professional practice, the student will gain knowledge in pedagogical, educational, reeducational, counseling, and social activities in various preschool, school, extracurricular, social, and counseling institutions focused on children, youth, and adults. - To reflect on one's practical skills and habits applied during the professional practice.	

Class syllabus:

1. Selection of the workplace where the professional practice will be conducted.
2. Introductory meeting with the course instructor – setting expected learning outcomes.
3. Introductory meeting of students with staff of the hosted institution.
4. Self-study of regulations, internal regulations of the facility, and the characteristics and responsibilities of the institution where the practice will take place.
5. Listening and observation of the activities of staff in the institution.
6. Independent student activities under the guidance of the staff of the facility.
7. Written recording of specific cases (during observation/independent work).
8. Recording situations in the student's diary (practice diary).
9. Creation of a student portfolio from the practice.
10. Individual consultations with the course instructor.
11. Evaluation of collaboration with the mentor and practice tutor, evaluation of the professional practice contribution to the student.
12. Final colloquium – evaluation of the practice and the student portfolio.

Recommended literature:

- Josefson, J. (2005). Don't argue, reflect! Reflections on introducing reflective writing into political science courses. *PS: Political Science and Politics*. 38(4), 763-767.
- Pišová, M., & Duschinská, K. et. al. (2011). *Mentoring v učitelství: výzkumný záměr: učitelská profese v měnících se požadavcích na vzdělávání*. Univerzita Karlova v Praze.
- Ryan, M., & Ryan M. (2013). Theorising a model for teaching and assessing reflective learning in higher education. In *Higher Education Research and Development*. 32(2), 244-257.
- Scales, P. (2008). The reflective teacher. *Teaching in the Lifelong Learning Sector* (pp 7-22). Maidenhead, England: Open University Press.
- Wiegerová, A., & Szimethová, M. (2011). *Beginning teachers and their expectations of the school practise. The Future of Education 1*. Florence: Simonelli Editore.
- Informačný materiál organizácie
Interné predpisy organizácie

Languages necessary to complete the course:

Slovak

Notes:

x

Past grade distribution

Total number of evaluated students: 164

A	B	C	D	E	FX
74,39	22,56	1,83	1,22	0,0	0,0

Lecturers: Mgr. Monika Mikulcová, PhD.

Last change: 15.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-029/24	Course title: Professional practice 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 4t Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 3.	
Educational level: II.	
Prerequisites: FiF.KAnd/A-moPE-027/15 - Internship 1 or FiF.KAnd/A-moPE-027/24 - Professional practice 1	
Antirequisites: FiF.KPg/A-moPE-029/15	
Course requirements: Report from professional practice and confirmation of completion of professional practice Written assignment in the credit week of the semester: - submission of a report from teaching practice that meets the agreed formal and content requirements for observation of the workplace and active participation in its operation and submission of a confirmation of 144 hours of professional practice, which will be confirmed by the other party (stamp, signature). A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: Obtain an overview of institutions dealing with the upbringing and education of children, youth and adults. Students can choose the equipment they prefer for their career according to the offer of the faculty. These may include: -reeducational, re-socialization and counseling and social facilities, -pre-school and community facilities, -crisis centers, -homes of care for the elderly, -departments of education in companies, -governmental organizations, professional or vocational, which are dedicated to the education and training of children, youth and adults, -schools that have functional school support teams.	
Class syllabus:	

1. Selection of the workplace.
2. Introductory meeting of students with the staff of the selected institution.
3. Study of decrees, internal regulations, characteristics and content of the facility.
4. Measurement of the selected institution, analysis of its position in the education and training system.
5. Observation of the activities of the staff of the selected facility.
6. Practical involvement of students in the activity.
7. Own projects in the institution.
8. Independent work of students under the guidance of the staff of the facility.
9. Written recording of cases that need intervention.
10. Creation of a practice portfolio.
11. Recording of various situations in a practice diary.
12. Evaluation of practice – submission of a portfolio and a practice diary.

Recommended literature:

Languages necessary to complete the course:

Slovak

Notes:

Past grade distribution

Total number of evaluated students: 205

A	B	C	D	E	FX
93,66	2,44	1,46	0,0	0,49	1,95

Lecturers: prof. PaedDr. Adriana Wiegerová, PhD.

Last change: 11.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-021/24	Course title: Social education
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-moPE-024/15 or FiF.KPg/A-moPE-021/15	
Course requirements: Interim assessment: Individual preparation of particular topics, teamwork on assigned projects, active participation in discussions on each topic (60% of overall assessment). Final assessment: Colloquium – students have to demonstrate mastery of the issue (assigned topics) and (at least) compulsory literature. Students have to show ability to apply all the gained knowledge to school and professional praxis. Cultured and continuous verbal expression is expected, both as critical and creative thinking (40% of overall assessment). The condition for admission to the exam is the achievement of at least 10 points in the interim assessment. Grading: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: Based on the acquired professional knowledge, students are able to: - identify and analyze the specific principles of the social pedagogue's work regarding various social environments in which it can be implemented, - describe and compare the characteristic features of the social and educational environments that play an important role in the process of training and socialization of children and adolescents, - identify and analyze individual socio-pathological phenomena, their occurrence in the educational process and socialization of children and adolescents, and in socio-educational care at school.	

Class syllabus:

1. Introduction. Objectives and course content orientation, systematization of information and previous knowledge of students.
2. Social Pedagogy as science and practice: an overview of directions and theories, and their practical application. Innovations in Social Pedagogy. Social Pedagogy and Social Pathology.
3. Historical development of Social Pedagogy in selected countries of Central Europe: Slovakia, Czech Republic, Poland, Germany. Analysis and comparison of specific socio-pedagogical theories.
4. The environment and its role in the process of personality development. Typology of environment. The quality of the environment, threatening social environment for children and youth. Social pathology of the environment.
5. Classification and characteristics of working methods in Social Pedagogy. Preventive and intervention methods. Selection of methods and their use in socio-pedagogical practice with a selected target group.
6. Personality of social pedagogue, his function in various educational environments (family, school, society). Possibilities of applying the knowledge and skills of a social pedagogue in educational, re-educational and other institutions.
7. Current transformations in functional families. Prevention of social pathology in the family and rehabilitation of the family. Centers for children and families.
8. The school environment and its transformations from the aspect of Social Pedagogy. Current socio-pathological problems at school. Socio-pedagogical work with children, parents, teachers, and school management. The importance of the work of a social pedagogue in school (prevention, intervention, supervision, school, and peer mediation).
9. Target groups of Social Pedagogy: socially excluded groups, children, and youth from a socially disadvantaged environment. Socio-educational activity with a selected target group.
10. Target groups of Social Pedagogy: marginalized groups, young adults - inmates of orphanages. Socio-educational activity with a selected target group.
11. Excursion/online discussion with an invited guest.
12. Final colloquium: The personality of the social pedagogue and his competences in the field.

Recommended literature:

- Bendl, S. (2015). *Nárys sociální pedagogiky*. Praha: KU.
- Gubicová, J., Martincová, R., Liberčanová, K., & Šuhajdová, I. et. al. (2022) *Peer príručka (nielen) pre sociálnych pedagógov*. Trnava: Trnavská Univerzita.
- Hroncová, J. (2012). *Sociálna pedagogika na Slovensku. História a súčasnosť*. Banská Bystrica: UMB.
- Hroncová, J., Niklová, M., Hanesová, D., & Dulovics, M. (2020). *Sociálna pedagogika na Slovensku a v zahraničí – teoretická reflexia a prax*. Banská Bystrica: UMB BB.
- Öbrink – Hobzová, M., & Pospíšilová, H. (2015). *Sociální pedagogika a její metody*. Olomouc: Univerzita Palackého.
- Procházka, M. (2012). *Sociální pedagogika*. Praha: Grada.
- S doplňujúcou literatúrou budú študenti/študentky oboznámení počas výučby.

Languages necessary to complete the course:

slovak and czech

Notes:

Supplementary literature will be introduced to students during classes.

Past grade distribution					
Total number of evaluated students: 213					
A	B	C	D	E	FX
37,09	36,15	15,96	7,04	0,94	2,82
Lecturers: PhDr. Silvia Ťupeková Dončevová, PhD.					
Last change: 15.09.2024					
Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.					

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-994/24	Course title: Social education (state examination subject)
Number of credits: 4	
Educational level: II.	
Antirequisites: FiF.KPg/A-moPE-994/15	
<p>Course requirements:</p> <p>A student can take the state exam</p> <p>a) after obtaining at least such a number of credits that, after obtaining credits for successfully passing state exams, the required number of credits is reached for the proper completion of studies, b) after successfully completing compulsory subjects, compulsory optional subjects and optional subjects in the composition determined by the study program, c) after fulfillment of the student's obligations arising from § 71, par. 3 letters b of the Act on Universities, d) if no disciplinary proceedings are being conducted against him.</p> <p>Successful completion of the subject of the state exam is one of the conditions for successful completion of the study program. The subject of the state exam is evaluated by the commission for state exams with classification grades A to FX. The examination board decides on the evaluation of the state exam or its part by consensus. If the examination committee does not reach a consensus, the evaluation of the state examination or its part is decided by voting.</p> <p>Violation of academic ethics results in cancellation of points obtained in the relevant assessment item. Based on the wording of the study regulations of the faculty (VP 5/2020, Article 15), the framework dates of state exams are set by the dean in accordance with the faculty study schedule. The department is obliged to publish the dates of the state exams on the website no later than 5 weeks before they take place. The student registers for the state exam through the academic information system at least three weeks before the exam date.</p> <p>The student is entitled to one regular and two correction dates of the state exam. The regular term is the one for which the student registered for the first time in the term set for the state exams. If the student was evaluated with an FX grade on the regular date of the state exam, the student can take the correction dates of the state exam:</p> <p>a) in the following dates for holding state exams in the relevant academic year or</p> <p>b) in terms of holding state exams in any of the following academic years in accordance with § 65, par. 2 of the Act on Universities.</p> <p>If, for serious reasons, the student is unable to participate in the state exam date for which he has registered, he is obliged to apologize in writing to the chairman of the examination committee in advance or no later than three working days after the state exam date or part of it, if there were serious obstacles that prevented him from apologizing in advance. If a student does not appear for the state exam or part of it on the specified date without an excuse, or if the chairman of the examination committee does not accept his excuse, he is evaluated with an FX grade for the given date of the state exam.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
Learning outcomes:	

A student who passes the state exam comprehensively manages the issues of the state exam in the context of the set areas. He has theoretical and practical knowledge based on the current state of knowledge in the field of social pedagogy, as well as the ability to apply and use them creatively. He masters the socio-pedagogical knowledge contained in the teaching of the subjects Social pedagogy, Selected problems of youth socialization. He is able to critically reflect on social-pedagogical phenomena in social-educational practice based on available social-pedagogical theories. He can apply knowledge from social pedagogy to intersubject relationships, he is able to think critically and argue scientifically.

Class syllabus:

1. The student will attend the registered date of the state exam according to the schedule set by the department.
 2. The student receives a question from the subject of the state exam, which is entered in writing and anonymously in the form of a random selection from printed questions or a generator.
 3. The examination board will give the student adequate time to prepare an oral answer to the given question.
 4. The student presents a prepared answer to the question in front of the examination committee and also answers additional questions.
 5. After the student's answer is finished, the examination board will decide on the results of the state exam, which will take place at a closed session of the examination board.
- The course of the state exam and the announcement of its results are public.

State exam syllabus:

1. Historical development of social pedagogy in selected countries of Central Europe: Slovakia and the Czech Republic. Analysis and comparison of social pedagogic theories and their contribution to the current direction of social pedagogy in Slovakia.
2. Historical development of social pedagogy in selected countries of Central Europe: Poland and Germany. Analysis and comparison of social pedagogic theories and their contribution to the current direction of social pedagogy in Slovakia.
3. The environment in the context of personality development. Typology of the environment, pedagogy of the environment, influence of the environment on the formation of the personality of children and adolescents. Negative social and educational environmental factors.
4. Character, process and meaning of the environment. Types and definition of educational environments (family, school, community, society, media) as a space for the realization of a social pedagogue.
5. Current socio-pedagogical topics in confrontation with other scientific disciplines and helping professions. Convergences and divergences of social pedagogy, sociology of education, social pathology and social work.
6. Preventive and intervention tasks of social pedagogy. Innovations and trends in the development of social pedagogy in Slovakia. Current preventive and intervention calls.
7. Basic methods of socio-pedagogical prevention and intervention. Application of selected methods: case studies and use of methods in practice.
8. Systemic and institutional anchoring of the social pedagogue in the process of resocialization and re-education. Traditional and innovative concept of social pedagogy in Slovakia. State and non-profit sector and their comparison in relation to socio-pedagogical activity.
9. Personality of the social pedagogue/social pedagogue. General and specific competencies according to selected authors (current concepts). Education of social pedagogues: traditional education, volunteering, service learning, self-development activities, supervision.
10. Professional application of the social pedagogue/social pedagogue in various areas of social life: education, social affairs, healthcare, justice, etc. Case studies and practical use.

11. Social-educational activities with the family: characteristics of the dysfunctional family environment and factors threatening the education of children and young people. CAN syndrome and methods of social-educational activity with children, young people and families.
12. Social and educational activity in centers for children and families: past, present and forms of alternative institutional care, characteristics and importance of professional alternative parenting. Rehabilitation of the family, reconstructed family and supplemented family: forms and methods of work.
13. Competences and work methods of a social pedagogue/social pedagogues in centers for children and families with different focus (crisis intervention facilities, outpatient help and support, etc.).
14. Social and educational activity in the school environment: children's behavior in relation to the rules of the school system. Characteristics and methods of socio-pedagogical work in truancy and school delinquency. Position of coordinator of primary prevention and socio-pathological phenomena in schools.
15. Social and educational activities in the school environment: bullying and cyberbullying, actors and victims of bullying, stages and consequences of bullying. Social and educational work with victims and perpetrators of bullying. School and peer mediation as specific tools of prevention and early intervention of social pathology in school. Position of coordinator of primary prevention and socio-pathological phenomena in schools.
16. Social-educational activity in third sector facilities: specifics of social-pedagogical work in low-threshold facilities, crisis centers, facilities for young adults, for addiction treatment, for homeless people, etc.
17. Social and educational activities in the field of state administration: law enforcement and justice. Police crime prevention programs. Penitentiary and post-penitentiary educational activity.
18. Social-educational activities with children and youth from socially disadvantaged environments: children and youth of the Roma ethnicity, children and youth from a less stimulating environment and other excluded communities. Social-pedagogical activity with gifted and talented children.
19. Selected tools for strengthening resilience: sociotherapy, supervision and self-development. Case studies and practical use.
20. Selected tools for strengthening resilience: school and peer supervision. Case studies and practical use.

Recommended literature:

- Bakošová, Z. (2008). Sociálna pedagogika ako životná pomoc. (3. rozšírené a aktualizované vydanie). Bratislava: UK, Public promotion.
- Bakošová, Z. et al. (2011). Teórie sociálnej pedagogiky. Edukačné, sociálne a komunikačné aspekty. Bratislava: SPdS SAV, Glasstrading, s.r.o.
- Bendl, S. (2003). Prevence a řešení šikany ve škole. Praha: ISV nakladatelství.
- Határ, C. (2010). Sociálny pedagóg v systéme sociálno-edukačného poradenstva, prevencie a profylaxie. Nitra: PF UKF.
- Hroncová, J., Emmerová, I., & Kraus, B. et al. (2008). K dejinám sociálnej pedagogiky v Európe. Ústí nad Labem.
- Hroncová, J., & Emmerová, I. et al. (2012). Sociálna pedagogika na Slovensku. Banská Bystrica: UMB.
- Hroncová, J., & Emmerová, I. (2012). Sociálny pedagóg v škole. Banská Bystrica: UMB.
- Kraus, B. (2008). Základy sociální pedagogiky. Praha: Portál.
- Niklová, M., & Kamarášová, L. (2007). Sociálny pedagóg a prevencia sociálno patologických javov. Banská Bystrica: UMB.
- Laznibatová, J. (2017). Nadané dieťa, jeho vývin, vzdelávanie, podporovanie. Bratislava: Iris.
- Pružinská, J., & Labáth, V. (2006). Mediácia. Príručka pre študentov. Bratislava: ARK.

Sobková, P., Obrink Hobzová, M., & Pospíšilová, H. et al. (2015). Sociálna pedagogika a její metody. Olomouc: UP.
Škoviera, A. (2006). Trendy náhradnej výchovy. Bratislava: Petrus.
Škoviera, A. (2011). Prevýchova. Bratislava: FICE.

Languages necessary to complete the course:

Slovak

Last change: 15.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-049/24	Course title: Some problems in youth socialisation
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites: FiF.KPg/A-moPE-021/24 - Social education or FiF.KPg/A-moPE-024/15 - Social Pedagogy 2	
Recommended prerequisites: Social Pedagogy 1, Social Pedagogy 2	
Course requirements: (a) Interim evaluation: individual preparation for each topic, activity in discussions on each topic (60% of the total evaluation) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter and the prescribed literature in the form of an interactive discussion, as well as the ability to apply the knowledge acquired to school and professional practice (solving thematic tasks - case studies); sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). A minimum of 10 points in the intermediate assessment is a prerequisite for the examination. Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and below). A maximum of 2 absences will be accepted. Violation of academic ethics will result in the cancellation of the points earned in the respective grade item. The course has a practical-interactive character. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: Students are able to: <ul style="list-style-type: none"> - orient themselves in the socialization processes of childhood and adolescence, - identify and classify risk areas of socialization of children and adolescents in the process of identity formation, value frameworks and social limits, - apply knowledge and skills through examples of educational reality, - argue and lead a constructive discussion. 	
Class syllabus: 1. Objectives and content focus of the course, systematization of students' previous knowledge. 2. Formation of social identity in childhood and adolescence.	

3. Values and value frameworks in education.
4. Social norms and educational models as instruments of social correction.
5. The influence of family environment on the formation of social identity.
6. The influence of school and classroom environment on the formation of social identity.
7. The role of peer groups in the process of social identity formation.
8. The role of media and online space in the process of social identity formation.
9. Pedagogy of the environment: community, parent and peer education.
10. Preventive and intervention tools to promote inclusive socialization.
11. The personality of the adolescent educator.
12. Presentation of projects: case studies.

Recommended literature:

Bakošová, Z., Dončevová, S., Galbavý, D., Šereš, I., & Zemančíková, V. (2011). Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: Slovenská pedagogická spoločnosť SAV.

Gubricová, J., Martincová, R., Liberčanová, K., & Šuhajdová, I. (et. al.). (2022). Peer príručka (nielen) pre sociálnych pedagógov. Trnava: Trnavská Univerzita.

Helus, Z. (2015). Sociální psychologie pro pedagogy. Praha: Grada.

Jedlička, R. (2017). Psychický vývoj dítěte a výchova. Praha: Grada.

Liberčanová, K. (2018). Metódy sociálnej pedagogiky. Trnava: Pedagogická fakulta S doplňujúcou literatúrou budú študenti/študentky oboznámení počas výučby.

Languages necessary to complete the course:

slovak and czech

Notes:

-

Past grade distribution

Total number of evaluated students: 113

A	B	C	D	E	FX
69,03	18,58	7,08	2,65	0,0	2,65

Lecturers: PhDr. Silvia Ťupeková Dončevová, PhD.

Last change: 12.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.

COURSE DESCRIPTION

Academic year: 2025/2026					
University: Comenius University Bratislava					
Faculty: Faculty of Arts					
Course ID: FiF.KPED/A-moPE-057/24		Course title: Statistical data analysis			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning					
Number of credits: 4					
Recommended semester: 1.					
Educational level: II.					
Prerequisites: FiF.KPg/A-moPE-002/24 - Methodology of educational sciences or FiF.KPED/A-muPE-593/24 - Methodology of educational sciences or FiF.KPg/A-muSZ-002/22 - Methodology of Pedagogical Research					
Course requirements:					
Learning outcomes:					
Class syllabus:					
Recommended literature:					
Languages necessary to complete the course:					
Notes:					
Past grade distribution Total number of evaluated students: 0					
A	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: prof. PhDr. Peter Gavora, CSc.					
Last change: 01.07.2024					
Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.					

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-moPE-990/24	Course title: Thesis defence (state examination subject)
Number of credits: 15	
Educational level: II.	
Antirequisites: FiF.KPg/A-moPE-990/15	
<p>Course requirements:</p> <p>Submission of the diploma thesis on the date specified in the schedule of the current academic year for the relevant date of the state exam. The diploma thesis is submitted in an electronic version via AIS. The work must meet the parameters determined by the internal quality system of the UK. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts, Charles University).</p> <p>The supervisor of the final thesis and its opponent will prepare assessments for the diploma thesis and propose an assessment in the A-FX classification scale, which is available to the student at least. 3 working days before the defense.</p> <p>Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59 and below %). Violation of academic ethics results in cancellation of points obtained in the relevant assessment item.</p> <p>Thesis evaluation criteria:</p> <ol style="list-style-type: none"> 1. The contribution of the thesis, the fulfillment of the objectives of the work in its assignment and the requirements for the content of the thesis given by the internal quality system of the University of Warsaw. It is assessed whether the student has processed the chosen topic at the level of a scientific study, with a representative selection of professional literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the field of study is evaluated, the degree of demonstration of knowledge and knowledge about the issue of the diploma thesis is reflected; 2. The originality of the work (the thesis must not have the character of plagiarism, must not violate the copyrights of other authors), originality protocols from CRZP are part of the documentation for the defense of the thesis, the results of which the supervisor of the final thesis and the opponent comment on in their assessments; 3. Correctness and correctness of citation of used information sources, research results of other authors and author collectives, correctness of description of methods and work procedures of other authors or author collectives; 4. Compliance of the thesis structure with the prescribed composition defined by the internal quality system of the University. 5. Respecting the recommended scope of the thesis (the recommended scope of the thesis is usually 50-70 standard pages - 90,000 to 126,000 characters including spaces), the adequacy of the scope of the thesis is assessed by its supervisor; 6. Linguistic and stylistic level of work and formal arrangement. The student orally presents the content, achieved goals and conclusions of the diploma thesis and answers the questions and comments of the supervisor of the final thesis, the opponent, or members of the examination committee. The commission will comprehensively evaluate the quality of the thesis, assess the 	

<p>method and form of the defense and the student's ability to respond adequately to comments and questions in the assessments of the thesis supervisor and the opponent. The evaluation is achieved from the arithmetic mean of the evaluations from the assessment of the supervisor of the final thesis, the opponent and the assessment of the examination board.</p> <p>Scale of assessment (preliminary/final): 0/100</p>
<p>Learning outcomes:</p> <p>The student has mastered the basic requirements of writing a professional text in compliance with the rules of academic ethics. He knows the methods used in the field of study, he is able to process the chosen topic of the diploma thesis at the level of a scientific study, with a representative selection of professional literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After the successful defense of the diploma thesis, the student is able to project, implement, critically reflect and justify his research intention. He understands the context of the solved problem, can clearly formulate research conclusions, formulate his own positions and propose recommendations. Can respond flexibly to questions about the research topic, its methodology and conclusions.</p>
<p>Class syllabus:</p> <ol style="list-style-type: none"> 1. Presentation of the thesis by the student in front of the State Examinations Committee, the opponent of the thesis and those present. 2. Student's reaction to assessments - comments and questions. 3. The student's reaction to the questions of the state examination committee, or in a wider discussion.
<p>State exam syllabus:</p>
<p>Recommended literature:</p> <p>Lichnerová, L. (2016). Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, [cit. 2021-10-10]. Dostupné na: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</p> <p>Vnútorň predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Dostupné na: https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</p> <p>Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-09-09]. Dostupné na: https://fphil.uniba.sk/studium/student/bakalarske-amagisterske_studium/zaverecne-prace/</p> <p>Ďalšia literatúra podľa zamerania témy diplomovej práce.</p>
<p>Languages necessary to complete the course:</p> <p>Slovak</p>
<p>Last change: 15.09.2024</p>
<p>Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.</p>

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-moPE-059/24	Course title: Thesis defense preparation
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 4.	
Educational level: II.	
Prerequisites: FiF.KPg/A-moPE-007/24 - Master's Degree Thesis Seminar or FiF.KPg/A-moPE-007/15 - Master's Degree Thesis Seminar	
Course requirements: The output of the course is during the teaching part: a) Writing your own diploma thesis that meets the formal and content requirements for diploma theses given by the internal quality system of Comenius University (20 points). b) Power Point presentation (20 points) for defense. A minimum of 60% success threshold is required for successful completion of the course. Grading scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59 or less%) .Teachers and teachers accept a maximum of 2 absences with proven evidence. Violation of academic ethics results in the cancellation of the points earned in the relevant assessment item. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: The student has sufficient competences to process and present the final thesis, knows what a defense is, can accept criticism and can prepare a defense.	
Class syllabus: 1. Preparation of the presentation in accordance with the manual. 2. Creating a presentation for own research. 3. How to accept constructive criticism. 4. Working with emotions. 5. Mistakes in the creation of diploma theses. 6. How to present the processed data. 7. Interpretation of data. 8. The course of the defense. 9. How to read opinions. 10. How to prepare for the defense. 11. How to respond to the commission. 12. How to respond to the opponent's questions.	

Recommended literature:

Gavora, P. (2000). Úvod do pedagogického výzkumu. Brno: Paido.

Hendl, J. (2006). Přehled statistických metod zpracování dat. Praha: Portál.

Lichnerová, L. (2006). Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave Bratislava: Stimul.

Maňák, J., Švec, Š., & Švec, V. (eds.). (2005). Slovník pedagogické metodologie. Brno: Masarykova univerzita a Paido.

Matulčíková, M., Wiegerová, A., & Molnár, A. (2023). Manuál tvorby záverečnej práce na KPED. Bratislava: FiF UK.

Languages necessary to complete the course:

Slovak

Notes:**Past grade distribution**

Total number of evaluated students: 2

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

Lecturers: prof. PaedDr. Adriana Wiegerová, PhD.

Last change: 12.09.2024

Approved by: doc. PhDr. Ľuboslava Sejčová, CSc.