

# Course descriptions

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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muSZ-120/00	<b>Course title:</b> Alternative Schools
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the semester, the following will be evaluated: a) active participation, preparation and discussion in seminars (50 points) b) final colloquial exam. (50 points) Classification scale: A: 93-100%, excellent - excellent results, B: 85-92%, very well – above average standard, C: 76-84%, well - reliable work, D: 68-75%, satisfactory - acceptable results, E: 60-67%, sufficient – the results meet the minimum criteria, Fx: 0-59%, insufficient – additional work required The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation and the topic of the paper will be announced at the beginning of the semester. The dates for the final test will be announced through AIS no later than in the last week of the instruction period. Weight of the intermediate / final evaluation: 100/0 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student has basic knowledge and orientation in the theory and practice of alternative schools in Europe and Slovakia. Can explain the social circumstances of the emergence of reform pedagogy and alternative schools. He has the knowledge and is able to critically evaluate their contribution to the reform of education and innovation of teacher work. He has the ability to identify the strengths and weaknesses of individual alternative schools, to compare them with others.	
<b>Class syllabus:</b> 1. Definition and concept of alternative schools. Basic (classic and newly created) models of alternative schools. Causes of alternative schools, common pedagogical features. 2. Reform pedagogy, New Education Movement, Reform pedagogical currents of the 20th century. 3. Pragmatic pedagogy. J. Dewey, W. Killpatrick, G. Kerschensteiner	

4. Pedagogical concepts of francophone representatives: O. Decroly, E. Clapred, A. Ferrier, C. Frienet.
5. Rural schools - C. Reddie, H. Lietz, P. Geheeb, K. Hanh
6. Dalton plan.
7. Pedagogical concept of M. Montessori.
8. Waldorf pedagogy
9. Summerhill A.S. No.
10. Alternative schools of the 60's and 70's of the 20th century, movement for anti-authoritarian education, movement for school retraining.
11. dialogical pedagogy and their influence on the emergence of models of alternative schools: School School, First Street School, Native American schools.
12. The contribution of alternative schools to the dissemination of innovation in teaching practice and the contribution to education reform.

**Recommended literature:**

ARON, Y.L. 2006 An Overview of Alternative Education. Washington: National Center of Education nad the Economy- Dostupné na: <http://www.nce.org/wp-content/uploads/2010/04/Overview/AltEd.pdf>  
<http://learningalterantives.net/wp-content/uploads/legacy/alted.pdf>  
 CHUBB, J. E. : Good Schools by Choice. A new strategy for educational reform. Frankfurt am Main, 1993  
 MATULČÍKOVÁ, Mária. Reformno-pedagogické a alternatívne školy a ich prínos pre reformu školy. Bratislava: Musica Liturgica, 2007. ISBN 978-80-969-784-0-3  
 RÝDL, Karel. Alternativní pedagogické hnutí v současné společnosti. Brno, 1994. ISBN 80-900035-8-3.  
 ZELINA, Miron. . Alternativne školstvo. Bratislava: Iris, 2000. ISBN 8088778980.  
 WALLRABENSTEIN, W.: 1991. Offene Schule - offener Unterricht. Hamburg.  
 \* additional 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: 366

A	ABS	B	C	D	E	FX
52,73	0,0	23,77	13,93	5,74	1,91	1,91

**Lecturers:** Mgr. Monika Mikulcová, PhD.

**Last change:** 29.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPED/A-muPE-596/24	<b>Course title:</b> Child as a violence victim
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Report and written test. Continuous assessment during the teaching part: paper on a selected topic from the subject matter (30 points), during 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. 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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 dieťa. 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](http://stella.uniba.sk/texty/FIF_LS_sikanovanie.pdf)

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

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

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 01.07.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-moCJ-101/22	<b>Course title:</b> Creative Writing for Teachers 1
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-moCJ-101/12	
<b>Course requirements:</b> The evaluation is a combination of the following components: portfolio 80%, colloquium 10%, analytical-critical evaluation of texts 10% Assessment: 100% -91% - A, 90% -81% - B, 80% -73% - C, 72% -66% - D, 65% -60% –E, 59% and less - FX (student did not meet the criteria) The exact date and topics of assessment will be announced at the beginning of the semester. Violation of the academic code of ethics results in the loss of the obtained points. 2 absences are allowed with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student knows the key theoretical background and didactic aspects of creative writing as a method applicable in the teaching of the mother tongue and foreign language and literature and other humanities at various levels of education. The student is able to apply creative writing as a method in the teaching process and thus stimulate the development of exploration and experimental creativity competencies of their students, thus contributing to the development of students' personality through self-expression, self-knowledge, self-reflection and self-learning. The student is able to apply practical methodological procedures in their pedagogical practice. At the end of the course, students have a general idea of what creativity is, what its manifestations are and the principles of its development; they are able to develop lateral thinking, as well as metaphorical expression in their pupils and to use in their pedagogical practice techniques aimed at generating ideas and searching for topics; they can apply the acquired knowledge in their own academic and creative activities.	
<b>Class syllabus:</b> A selection from:	

- creativity, its development; synergy of language, literature and creativity; creative approach to teaching and learning;
- techniques developing fluency, flexibility, originality and elaboration;
- techniques developing lateral thinking, metaphorical expression and imagination;
- techniques fostering generation of ideas, fast writing, selecting ideas, establishing a viewpoint;
- techniques helping arrange information, structuring the text, and writing the rough draft;
- techniques of text reduction, expansion, and transformation;
- techniques focused on minimalisation of expression;
- techniques helping text reception and creation of short texts of poetic forms
- assessment of text products.

**Recommended literature:**

ELIAŠOVÁ, Věra et al. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav, 2007. ISBN 978-80-89225-35-4.

ELIAŠOVÁ, Věra. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4295-7.

ELIAŠOVÁ, Věra. Tvorivé písanie na strednej škole. Učebný text z edície Tri oriešky. Bratislava: Vydavateľstvo Univerzity Komenského, 2018. ISBN 978-80-223-4565-1.

ELIAŠOVÁ, Věra. Tvorivé písanie v cudzom jazyku. Efektivita, kreativita, synergia [online]. Bratislava: Stimul, 2013 [cit. 2021-23-10]. Dostupné na: [http://stella.uniba.sk/texty/FIF\\_VE\\_tvorive\\_pisanie.pdf](http://stella.uniba.sk/texty/FIF_VE_tvorive_pisanie.pdf)

MORLEY, David a Philip NEILSEN. The Cambridge companion to creative writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.

Supplementary literature will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 188

A	ABS	B	C	D	E	FX
88,83	0,0	10,11	0,0	0,0	0,0	1,06

**Lecturers:** doc. PhDr. Věra Eliašová, PhD.

**Last change:** 27.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KJ/A-moCJ-102/22	<b>Course title:</b> Creative Writing for Teachers 2
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KJ/A-moCJ-102/13	
<b>Course requirements:</b> The evaluation is a combination of the following components: portfolio 80%, colloquium 10%, analytical-critical evaluation of texts 10% Assessment: 100% -91% - A, 90% -81% - B, 80% -73% - C, 72% -66% - D, 65% -60% -E, 59% and less - FX (student did not meet the criteria) The exact date and topics of assessment will be announced at the beginning of the semester. Violation of the academic code of ethics results in the loss of the obtained points. 2 absences are allowed with the proof of reason for non-attendance. In case of serious health problems, representation abroad, or other unforeseen circumstances or serious circumstances not listed here, it is necessary to discuss this in advance with the teacher and agree on an appropriate course of action. Scale of assessment (preliminary/final): 100 /0	
<b>Learning outcomes:</b> The student is familiar with the key theoretical background and didactic aspects of creative writing as a method applicable in the teaching of the mother tongue and foreign languages and literature and in other humanities at various levels of education. The student is able to apply creative writing as a teaching method and thus can stimulate the development of experimental creativity competencies of their students, thus contributing to the development of students' personality through self-expression, self-knowledge, self-reflection and self-learning. The student is then able to apply these practical methodological procedures in their own pedagogical practice. At the end of the course students: <ul style="list-style-type: none"> <li>- have mastered some procedures improving writing, literary and creative competencies;</li> <li>- are able to critically reflect on the creative process and creative products;</li> <li>- are able to reduce texts to an absolutely essential minimum ;</li> <li>- use various techniques of reception and creation of shorter texts.</li> </ul>	
<b>Class syllabus:</b> Topics:	

- techniques on developing narration and description;
- identification of story construction items;
- building characters;
- relevance of context and details;
- principle Show, do not tell!
- focus and view point of narration;
- techniques of text reduction, text expansion and text transformation
- monologue and dialogue;
- techniques of minimalism in narration;
- text assessment;
- self-evaluation; group/peer evaluation.

**Recommended literature:**

ELIAŠOVÁ, Věra et al. Na stope slovám. Príručka tvorivého písania pre učiteľov slovenského jazyka a literatúry. Bratislava: Štátny pedagogický ústav, 2007. ISBN 978-80-89225-35-4.

ELIAŠOVÁ, Věra. Tvorivé písanie a možnosti jeho využitia v edukačnom procese. Bratislava: Univerzita Komenského, 2017. ISBN 978-80-223-4295-7.

ELIAŠOVÁ, Věra. Tvorivé písanie na strednej škole. Učebný text z edície Tri oriešky. Bratislava: Vydavateľstvo Univerzity Komenského, 2018. ISBN 978-80-223-4565-1.

ELIAŠOVÁ, Věra. Tvorivé písanie v cudzom jazyku. Efektivita, kreativita, synergia [online]. Bratislava: Stimul, 2013 [cit. 2021-23-10]. Dostupné na: [http://stella.uniba.sk/texty/FIF\\_VE\\_tvorive\\_pisanie.pdf](http://stella.uniba.sk/texty/FIF_VE_tvorive_pisanie.pdf)

MORLEY, David a Philip NEILSEN. The Cambridge companion to creative writing. Cambridge: Cambridge University Press, 2012. ISBN 978-0-521-14536-7.

Supplementary literature will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 127

A	ABS	B	C	D	E	FX
90,55	0,0	6,3	2,36	0,0	0,79	0,0

**Lecturers:** doc. PhDr. Věra Eliašová, PhD.

**Last change:** 29.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muSZ-001/22	<b>Course title:</b> Diagnosing in Pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muSZ-001/15	
<b>Course requirements:</b> Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% presentation in class Final rating: - 40% final test Classification scale: A (100-92), B (91-84), C (83-76), D (75-68), E (67-60), FX (59% or less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. The exact date and topics of the mid-term evaluation will be announced at the beginning of the semester. Exam dates will be announced no later than the last week of the training section. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> After completing the course, the student has the knowledge and skills needed to conduct action research in the classroom, along with the use of the necessary diagnostic methods to determine the diagnosis of the student (s); can express a pedagogical measure and a presumption about the further development of the pupil (s).	
<b>Class syllabus:</b> 1. Diagnostics and diagnosis. 2.Processive aspects of diagnostics. 3. Action research as a specific professional activity of a teacher. 4. Observation methods. 5. Interview. 6. Products of students' activities and their use. 7. Children's drawing and its diagnostic use. 8. Concept map. 9. Sociometry and social climate measurement. 10. Didactic tests. 11. Methods of student evaluation. 12. Methods of testing students. 13. Evaluation of conditions and results of school and teacher work.	
<b>Recommended literature:</b> GAVORA, Peter.: Akí sú moji žiaci? Pedagogická diagnostika žiaka. Nitra: Enigma Publishing, 3. vyd. 2011. ISBN 978-80-89132-91-1 GAVORA, Peter. a kol. 2010. Elektronická učebnica pedagogického výskumu. [online]. Bratislava : Univerzita Komenského, 2010. Dostupné na: <a href="http://www.e-metodologia.fedu.uniba.sk/">http://www.e-metodologia.fedu.uniba.sk/</a> ISBN 978-80-223-2951-4. HRABAL, Vlastimil.: Diagnostika. Pedagogickopsychologická diagnostika žaka s úvodom do diagnostické aplikácie štatistiky. Praha: Karolinum, 2002. ISBN: 80-246-0319-5	

KOLÁŘ, Zdeněk a Renata ŠIKULOVÁ: Hodnocení žáků. Praha: Grada Publishing, 2005; 2. vyd. 2009. ISBN 978-80-247-2834-6  
KOMPOLT, Pavol a Bibiána TIMKOVÁ: Pedagogická diagnostika a akčný výskum. Bratislava: UK, 2010. ISBN 978-80-223-2787-9

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 758

A	ABS	B	C	D	E	FX
60,82	0,0	14,38	10,29	9,1	5,01	0,4

**Lecturers:** PaedDr. Darina Dvorská, PhD.

**Last change:** 11.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-043/24	<b>Course title:</b> Didactics of pedagogy
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Minimum success rate: 60 percent Continuous assessment (teaching part): - 20% active participation in the seminar - 40% presentation in class Final assessment: - 40% final test Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). Two absences are acceptable; seminar assignments must all be developed, presented and submitted. 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): 60/40	
<b>Learning outcomes:</b> After completing the subject, the student can analyze and evaluate and plan his teaching of pedagogy lessons at selected secondary schools. The student is able to apply the knowledge of other pedagogical disciplines to the area of image, culture and climate in the institution.	
<b>Class syllabus:</b> 1. Subject, goals and tasks of didactics of pedagogy and its position in the complex of pedagogical sciences. The relation of didactics of pedagogy to other sciences. The history of the development of the didactics of pedagogy and its teaching. 2. Pedagogy as a teaching subject in secondary schools, issues of the teaching process of pedagogy in different types of secondary schools - pedagogy as a professional subject, as a subject in general - educational, formative and informative goals. 3. The goal of teaching pedagogy in the analysis of basic documents - lesson plans, curricula. Concretization on different types of schools. 4. The issue of goals in teacher preparation for teaching, goals in relation to: content, teaching methods, goal-teacher, goal-student. 5. Bloom's taxonomy of goals and its concretization in the subject of pedagogy. 6. Didactic analysis of the curriculum as a basic activity of the teacher in preparation for teaching. Analysis of textbooks and other aids for the presentation of basic, expanding, supplementary curriculum. 7. Methods of teaching pedagogy. Categorization of teaching methods, the problem of their choice.	

8. Social approaches in teaching. Role playing, cooperative learning.
9. Organizational forms of teaching pedagogy. Lesson, pedagogical practice, excursion, visiting, pedagogical observation, lecture, seminar, exercise, independent work.
10. Evaluation of teaching results in pedagogy, entrance exams, matriculation exams - practical - theoretical testing.
11. The personality of the pedagogy teacher, his position at the secondary school. Specifics of the activity of a pedagogy teacher. Extracurricular activity of a pedagogy teacher.
12. Material equipment of the pedagogy teacher at the school, didactic cabinet, library.

**Recommended literature:**

Majerčíková, J. et al. (2015). Předškolní edukace a dítě. Zlín: FHS UTB.  
 Vališová, A., & Kasíková, H. et. al. (2011). Pedagogika pro učitele. Praha: Grada.  
 Wiegerová, A. et al. (2015). Profesionalizace učitele mateřské školy z#pohledu reformy kurikula. Zlín: FHS UTB.  
 Wiegerová, A., & Gavora, P. (2014). Proč chci být učitelkou mateřské školy? pohled kvalitativního výzkumu. Pedagogická orientace, 24(4), 510-534.  
 Wiegerová, A., & Gavora, P. (2015). Conceptualisation of the child and childhood by future pre-school teachers. Pedagogika, 65(5), 502-515.  
 Štátny vzdelávací program pre odborné vzdelávanie a prípravu .75 Pedagogické vedy.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 166

A	B	C	D	E	FX
81,33	7,23	4,82	3,01	2,41	1,2

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 12.09.2024

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-992/24	<b>Course title:</b> Didactics of pedagogy
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>Course requirements:</b> <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>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>	
<b>Learning outcomes:</b> <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 state of knowledge from the didactics of pedagogy, as well as the ability to apply and use them creatively. He masters the knowledge contained in the teaching of the subjects Didactics of Pedagogy 1 and</p>	

Didactics of Pedagogy 2. He is able to apply knowledge from the didactics of pedagogy to cross-subject 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. Subject, goals and tasks of didactics of pedagogy (concept of didactics of pedagogy, position in the complex of pedagogical sciences, didactics of pedagogy as a special pedagogical discipline)
2. Pedagogy as a subject in secondary schools (history and current state)
3. Methodological basis of didactics of pedagogy and its theoretical starting points
4. Modern trends in the teaching of pedagogy abroad (organization of student preparation for the teaching profession)
5. Issues in the process of teaching pedagogy in secondary schools (the purpose of teaching, the personality of the pupil, the personality of the teacher, teaching methods, material and organizational conditions, phases of the teacher's work, and etc.)
6. Analysis of the basic means of teaching pedagogy (focus on secondary school, secondary school of pedagogy as a specific type of vocational school, common and different features)
7. Concept of the goal of teaching pedagogy (dichotomous and trichotonic division of goals)
8. Profile of a graduate of SPŠ (concretization of the goal from the point of view of the student's personality)
9. Goal in the teaching content of the subject pedagogy (study field of teaching for kindergartens, pedagogy, free time animator, cultural and educational worker)
10. Structure of the goals of education and education at SPŠ (Pedagogical skills, knowledge, thinking, habits, motives and attitudes, concrete and abstract knowledge, relationships expressing connections)
11. Didactic analysis of the curriculum as a basic activity of the teacher in preparation for teaching (the concept of DAU, selection of the curriculum and its organization in terms of goals, formulation of learning questions and tasks, teacher preparation)
12. Methods of teaching pedagogy and their modernization (which affects the choice of methods)
13. Learning tasks and questions and their use in the teaching of pedagogy (concept of learning tasks, functions of learning tasks, classification of questions based on the taxonomy of learning tasks)
14. Organizational forms of teaching in the subject of pedagogy (concept, use of selected organizational forms of teaching)
15. The concept of pedagogical practice (goals, tasks, content, forms, evaluation, pedagogical diary – structure, goal)
16. Use of material didactic aids in the teaching of pedagogy (the concept of didactic aids, special teaching aids in the teaching of pedagogy)

17. Examination and evaluation of the educational process (forms of assessment, function, quantitative and qualitative examination, use of didactic tests and classification of pedagogical practice)
- 18 Specifics of entrance exams to SPŠ
19. The teacher's personality and the process of his self-improvement
20. Characteristics of the pedagogy curriculum (content in terms of knowledge, activities, various sources of curriculum content)

**Recommended literature:**

- BAZÁLIKOVÁ, Jana. História vyučovania pedagogiky v učiteľských ústavoch a učiteľských akadémiách na Slovensku. In: Paedagogica 20. Bratislava: Univerzita Komenského, 2008, s. 7-13.
- BAZÁLIKOVÁ, Jana. Vývoj a súčasné poňatie predmetu pedagogika na stredných školách. In: Pedagogická revue, roč. 50, č. 4, 1998, s. 329-335.
- BAZÁLIKOVÁ, Jana. Didaktika pedagogiky ako špeciálnej pedagogickej disciplíny. In: Paedagogica 16. Bratislava: Univerzita Komenského, 2001, s.101-106.
- PODLAHOVÁ, Libuše. Pedagogická praxe. Průvodce pro současné studenty a budoucí učitele. Olomouc: VUP, 1998. ISBN 80-7067-793-7.
- SKALKOVÁ, Jarmila. Obecní didaktika. Praha: Grada, 2007. ISBN 80-247-182-17.
- ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové: Gaudeamus, 1993.
- ŠVEC, Štefan. Didaktika I. Bratislava: UK, 1988.
- ŠVEC, Vlastimil, FILOVÁ, Hana a Oldřich ŠIMONÍK. Praktikum didaktických dovedností. Brno: Masarykova univerzita, 1996. ISBN 80-210-1365-6.
- VALIŠOVÁ, Alena, SINGULE, František a Jozef VALENTA. Didaktika pedagogiky. Praha: Státní pedagogické nakladatelství, 1990. ISBN 80-7066-105-4.
- VALIŠOVÁ, Alena a Hana KASÍKOVÁ. Pedagogika pro učitele. Praha: Grada. 2007. ISBN 978-80247-1734-0.

**Languages necessary to complete the course:**

Slovak

**Last change:** 15.09.2024

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FMFLKAG+KDMFI/2- UXX-991/22	<b>Course title:</b> Diploma Thesis Defense
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Course requirements:</b> Examination: state examination Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> The student is able to work on the chosen topic at the level of scientific study with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. The diploma thesis is a contribution in the relevant field of study.	
<b>Class syllabus:</b> 1. The contribution of the final work for the given field of study depending on its nature and degree of study. The evaluation of the diploma thesis takes into account whether the student adequately processes the selected topic at the level of scientific study with a representative selection of professional literature, whether the chosen scientific procedures are appropriate and appropriate, and whether he adequately works with hypotheses that can be verified. The diploma thesis should be a clear contribution in the relevant field of study; 2. Originality of the thesis (the final thesis must not have the character of a plagiarism, must not infringe the copyrights of other authors), part of the documentation for the defense of the final thesis as a subject of state examination is the protocol of originality from the central register. 3. Correctness and correctness of citation of used information sources, research results of other authors and author groups, correctness of description of methods and working procedures of other authors or author groups; 4. Compliance of the structure of the final work with the prescribed composition defined by Internal Regulation no. 12/2013; 5. Respecting the recommended scope of the final thesis (the recommended scope of the diploma 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; 7. The method and form of the defense of the final thesis and the student's ability to adequately respond to comments and questions in the opinions of the supervisor and the opponent. 8. In the teaching of art-educational subjects, the final work and its defense may also include the presentation of artistic outputs and performances.	
<b>State exam syllabus:</b>	
<b>Recommended literature:</b> According to the topic of the master thesis.	
<b>Languages necessary to complete the course:</b>	

Slovak, English
<b>Last change:</b> 22.06.2022
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FMFLKDMFI+KAG/2- UXX-939/22	<b>Course title:</b> Diploma Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 3 <b>per level/semester:</b> 42 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Active participation, ongoing reporting on work on the thesis. A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the thesis topic, overview of the current state of problem solving, choice of the theoretical-methodological concept of the thesis and the ability to work selectively and correctly with secondary literature.	
<b>Class syllabus:</b> Choice of thesis topic. Review of literature on the topic. Basic material research and the procedure of its processing. Methods of processing and producing the thesis (citation standards, manuscript editing, note-taking apparatus). Presentation of a partial output (e.g. in the form of one chapter of the thesis).	
<b>Recommended literature:</b> Selection of literature according to the chosen topic of the thesis; The current directive of the Rector of Comenius University on the basic requirements of theses; KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra: Enigma 2007.	
<b>Languages necessary to complete the course:</b> Slovak, English	
<b>Notes:</b>	

<b>Past grade distribution</b>						
Total number of evaluated students: 64						
A	ABS	B	C	D	E	FX
92,19	0,0	3,13	1,56	1,56	1,56	0,0
<b>Lecturers:</b> doc. RNDr. Zuzana Kubincová, PhD., doc. RNDr. Pavel Chalmovianský, PhD., doc. PaedDr. Peter Vankúš, PhD., doc. PaedDr. Klára Velmovská, PhD., prof. RNDr. Ivan Kalaš, PhD., Mgr. Jana Havlíčková, PhD., Mgr. Marcel Makovník, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPED/A-muPE-594/24	<b>Course title:</b> Educational guidance
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> report; test, oral exam Continuous assessment during the teaching part: report on a selected topic from the subject matter (30 points), during the exam 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. 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	
<b>Learning outcomes:</b> 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).	
<b>Class syllabus:</b> 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). Výchovní poradca [online]. Bratislava: Metodicko-pedagogické centrum. Dostupné na: [https://archiv.mpc-edu.sk/sites/default/files/publikacie/jarabek\\_kostrnova\\_vychovny\\_poradca\\_web.pdf](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](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 [elektronický dokument]. Bratislava: Univerzita Komenského v Bratislave, 122-131.
- Sejčová, L. (2011). Pedagogicko-psychologické poradenstvo a poradenský proces. Bratislava: Vydav. UK.

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 10

A	B	C	D	E	FX
50,0	30,0	0,0	0,0	0,0	20,0

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 01.07.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-065/24	<b>Course title:</b> Family and parenthood
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the course, students will: <ul style="list-style-type: none"> <li>- Write an essay on a topic of their choice (max. 30 points).</li> <li>- Prepare solutions for educational situations (max. 30 points).</li> <li>- Complete a final knowledge test (max. 40 points).</li> </ul> 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	
<b>Learning outcomes:</b> After successfully completing the course, students will be able to: <ul style="list-style-type: none"> <li>- identify the role of the family in contemporary society,</li> <li>- define and explain the concept of parenthood in their own words,</li> <li>- gain an overview of current theoretical and empirical approaches to parenthood,</li> <li>- evaluate the consequences of different parenting styles and parental actions,</li> <li>- recognize factors that influence child-rearing in the family,</li> <li>- apply pedagogical principles to solve educational situations,</li> <li>- understand the relationship between family and school and explain the role of parents in relation to school.</li> </ul>	
<b>Class syllabus:</b>	

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.
- Matejček, Z. (2007). *Co, kdy a jak ve výchově dětí*. Portál.
- Perryová, P. (2020). *Toto mali čítať naši rodičia (a naše deti sa potešia, ak si to prečítame my)*. Tatran.
- Sobotková, I. (2012). *Psychologie rodiny*. Portál.
- Sokolová, L., Fiedlerová, E., Pauliniová, Z., & Popluhárová, H. (2010). *Ako rozumieť svojim deťom a sebe samému*. Metodická príručka kurzu pre rodičov. Únia materských centier SR.

<b>Languages necessary to complete the course:</b> Slovak					
<b>Notes:</b>					
<b>Past grade distribution</b> Total number of evaluated students: 13					
A	B	C	D	E	FX
46,15	30,77	7,69	0,0	0,0	15,38
<b>Lecturers:</b> Mgr. Monika Mikulcová, PhD.					
<b>Last change:</b> 15.09.2024					
<b>Approved by:</b>					

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-046/24	<b>Course title:</b> Foundations of school legislature
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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 ( <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a> ). 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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. 245/2008 Z. z. zákon o výchove a vzdelávaní (školský zákon)  
 Zákon č. 596/2003 Z. z. o štátnej správe v školstve a školskej samospráve a o zmene a doplnení niektorých zákonov  
 Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov  
 Zákon č. 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  
 Štátny vzdelávací program pre základné vzdelávanie, 2023. Dostupné z: [https://www.minedu.sk/data/files/11808\\_statny-vzdelavaci-program-pre-zakladne-vzdelavanie-cely.pdf](https://www.minedu.sk/data/files/11808_statny-vzdelavaci-program-pre-zakladne-vzdelavanie-cely.pdf)  
 \* 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: 37

A	B	C	D	E	FX
37,84	10,81	16,22	16,22	18,92	0,0

**Lecturers:** Mgr. Janka Medved'ová, PhD.

**Last change:** 09.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPA/A-muSZ-150/22	<b>Course title:</b> Gender aspects of education and socialization
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (a) Interim evaluation: individual preparation for each topic (study of recommended literature and existing research on the topics), analysis of thematic documents and films, active participation in discussions on each topic (60 % of the total evaluation) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter (prescribed topics) and (at least) the required literature, as well as the ability to apply the knowledge acquired to school and professional practice; sophisticated and coherent linguistic expression, critical and creative thinking are expected (40 % of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the intermediate assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course has a theoretical and practical character. The exact date and topic of the mid-term evaluation will be announced at the beginning of the semester. Examination dates will be published via AIS no later than the last week of the teaching part. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students can: <ul style="list-style-type: none"> <li>- grasp the basic paradigm of gender studies and its overlap with other social science disciplines (pedagogy, psychology, sociology, social pathology),</li> <li>- understand the basic structure, terminology and subject of interest of gender studies,</li> <li>- analyse gender aspects in different areas of education and socialisation, identify and analyse current problems and trends in gender-sensitive education and gender-specific socialisation,</li> <li>- take a critical-analytical stance towards gender-determined social problems,</li> <li>- apply knowledge of gender aspects of education and socialisation in different social settings - family, school, school-type institutions, community and regional settings,</li> </ul>	

- critically reflect on gendered socio-pedagogical phenomena in socio-educational practice on the basis of available scientific theories.

**Class syllabus:**

1. Introduction. Objectives and content of the course, systematization of information and previous knowledge of students.
2. Gender in social discourse. Sex and gender, gender studies. Critique of misogyny, androcentrism and dichotomy. Gender neutrality. Gender and power, power relations. Patriarchy and democratic citizenship.
3. The relationship between public and private spheres from a gender perspective. Public and private. Gender identities and life choices. Emancipation and 'dualism' in the public and private spheres. The changing boundaries of private and public.
4. The power of gender stereotypes. The structure and content of gender stereotypes. The construction and reproduction of gender stereotypes. Consequences of gender stereotypes, sexism. Examples of good practice: elimination of gender stereotypes.
5. Gender, family and upbringing. Gender, women and motherhood. Concepts of motherhood. Maternal instinct as myth. Gender, men and fatherhood. The participation of men and fathers in the promotion of gender equality policies. Transformations of fatherhood - active fatherhood.
6. Gender and school. Gender-sensitive pedagogy and gender-specific socialisation of children and young people in the school environment. Gender stereotypes in teaching, communication and learning materials. Feminisation of education and the attractiveness of the teaching profession. The role of men in the educational process at school.
7. Gender dimension of socialization in the social context. Socialization as a process of becoming a man and a woman. Roles of gender socialization in society, theories of gender identification. Gender socialisation in practice: family, school, peer groups, work, media and society.
8. Gender and social pathology. Gender-based violence in the family, peer relationships, school and work environments. Gender-based violence at the societal level.
9. Gender and social pathology. Other gender-based social pathologies (prostitution, pornography, etc.).
10. Tolerance of difference, human rights and LGBTI. Gender and sexual identity, sexual orientation.
11. Final colloquium.

**Recommended literature:**

- BUTLER, Judith. Trampoty s rodom: feminizmus a podryvanie identity. Bratislava: Aspekt, 2014. ISBN 978-80-8151-028-1.
- DONČEVOVÁ, Silvia. Rodová politika : možnosti implementácie vo verejnej správe . Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2013. ISBN 978-80-8105-487-7.
- DVOŘÁKOVÁ KANĚČKOVÁ, Eva. Výchova dívek v Čechách a na Moravě, 2021. ISBN 978-80-271-1292-0
- HANYŠ, Milan. Gender, soukromí a intersubjektivita: o poddanství žen J. S. MILLA. In FILOZOFIA, vol. 73 - 9, s. 755 – 766, 2018.
- JARKOVSKÁ, Lucie. Gender před tabulí. Praha: Slon, 2014. ISBN 9788074191190.
- WAGNEROVÁ, Alena. Žena za socialismu. Praha: Karolinum, 2021. ISBN 978-80-246-5005-0.

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

<b>Past grade distribution</b>						
Total number of evaluated students: 44						
A	ABS	B	C	D	E	FX
77,27	0,0	18,18	4,55	0,0	0,0	0,0
<b>Lecturers:</b> PhDr. Silvia Ťupeková Dončevová, PhD.						
<b>Last change:</b> 26.04.2023						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KKIV/A-moIS-244/22	<b>Course title:</b> Information Literacy in Education
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> during the teaching part: 1. creation of a methodological sheet for teaching information literacy at secondary schools (20 points); 2. written test in the credits assignment week (20 points). All parts of the evaluation are mandatory. Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Grading scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A The teacher will accept a maximum of two absences with documentation. The exact date for continuous evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The graduate of the course has theoretical knowledge in the field of terminological definition of information literacy and related terms. He understands problematic aspects of the information environment in the context of ethical use of information and information resources. He knows the most important domestic and foreign researches of information literacy, information literacy indicators, concepts and standards in this area. He is able to think critically, can categorize students in the context of their work with information and to design the integration of information literacy into education. He can incorporate the methodology of using information sources in the teaching process and propose procedures for solving problematic aspects related to the information environment.	
<b>Class syllabus:</b> 1. Information environment. Problem aspects of the information environment with regard to education. Literacy research. 2. Secure use of information. Creative use of information. 3. Ethical use of information and information sources from the point of view of legislation (copyright, code of ethics, ISO 690). 4. Academic ethics and integrity, plagiarism, types of plagiarism. 5. Information literacy, meta-literacy, multi-literacy. Reading literacy and education. 6. Information and constructivist and research-oriented approach to education, information and problem and project approach.	

7. Concepts and standards of information literacy. Information fluctuation. MIL in Education (UNESCO concept). Curriculum integrating information literacy. Information literacy indicators vs. Lifelong learning, competence education.
8. Competences of a teacher in the information society (UNESCO concept - information literacy of a teacher, assessment literacy)
9. Critical thinking in education. Metacognition and self-reflection in working with information.
10. Student personality typology and work with information (information overload, information fatigue syndrome, information hygiene and information detox).
11. Strategies and possibilities of IG integration into education. Problems of IG integration into education. Functions of memory and fund institutions in education.
12. Methodology of working with information in the educational environment (information need, search for information and information resources, evaluation of information resources, use of resources, evaluation of information processes).

**Recommended literature:**

- Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2020-08-13]. Available at: <https://midas.uniba.sk/>
- LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65. ISSN (print) 1338-4163. Available also at: [https://uniba.sk/fileadmin/ruk/nasa\\_univerzita/NU2020-21/201021\\_Nasa\\_univerzita\\_1\\_20-21.pdf](https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf)
- LLOYD, Annemaree a Talja SANNA. Practising Information Literacy: Bringing Theories of Learning, Practice and Information Literacy Together [online]. Elsevier Science & Technology 2010 [cit. 2020-11-12]. Available at: <https://ebookcentral.proquest.com/lib/uniba-ebooks/detail.action?docID=1584736&query=information+literacy+teacher>
- GRIZZLE, Alton et al. 2013. Media and information literacy: policy and strategy guidelines [online]. Paris: UNESCO, 2021 [cit. 2020-11-12]. ISBN: 978-92-3-001239-7, 978-92-3-600052-7 (ara). Available at: [https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef\\_0000225606&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_6d1d0004-2152-48bf-bf7a-8dd3aa69236f%3F\\_%3D225606eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000225606/PDF/225606eng.pdf#%5B%7B%22num%22%3A131%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2Cnull%2Cnull%2C0%5D](https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000225606&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_6d1d0004-2152-48bf-bf7a-8dd3aa69236f%3F_%3D225606eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000225606/PDF/225606eng.pdf#%5B%7B%22num%22%3A131%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2Cnull%2Cnull%2C0%5D)
- GRIZZLE, Alton et al. Media and information literate citizens: think critically, click wisely! [online]. Paris: UNESCO, 2021 [cit. 2020-11-12]. ISBN: 978-92-3-100448-3. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000377068>
- WILSON, Carolyn et al. Media and information literacy curriculum for teachers [online]. Paris: UNESCO, 2011 [cit. 2020-11-12]. ISBN: 978-92-3-104198-3. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000192971>

**Languages necessary to complete the course:**

Slovak, for recommended literature English at level B2

**Notes:**

**Past grade distribution**

Total number of evaluated students: 0

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

**Lecturers:** PhDr. Ľudmila Hrdináková, PhD., doc. Mgr. Lucia Lichnerová, PhD.

<b>Last change:</b> 01.04.2022
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<b>Approved by:</b>
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## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPED/A-muPE-597/24	<b>Course title:</b> Inquiry strategies in education
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> 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	
<b>Learning outcomes:</b> Upon successfully completing the course, the student will have knowledge of inquiry-based education strategies, inquiry-based learning, 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.	
<b>Class syllabus:</b> 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 is 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).
- Markström, A. M., & Halldén, G. (2009). Children's strategies for agency in preschool. *Children & society* 23(2),112-122.
- 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.
- Trnová, E., Janko, T., Trna J., & Pešková, K. (2016) Typy vzdělávacích komiksu a analýza jejich edukačního potenciálu pro přírodovědnou výuku. *Scientia in education* 7(1), 49 – 64.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 3

A	B	C	D	E	FX
0,0	33,33	33,33	0,0	0,0	33,33

**Lecturers:** Mgr. Monika Mikulcová, PhD.

**Last change:** 15.09.2024

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KAA/A-muAN-595/15	
<p><b>Course requirements:</b></p> <p>All matters pertaining to state examination are set out in Article 14 of the Study Regulations of the Faculty of Arts.</p> <p>In the master's study programmes, the state examination consists only of the defence of the Master's thesis. The student chooses the department as a training centre which corresponds to the discipline within which he/she wants to write the final thesis. He/she reports this choice by the deadline set by the department, provided that he/she is able to find a supervisor and a suitable topic in the relevant department.</p> <p>For the successful defence of the Master's thesis as the subject of the state examination in the master's degree programmes conducted at the Department of British and American Studies, students will receive credits according to the current study plan (currently 10 credits).</p> <p>Requirements for the admission to the defence are as follows:</p> <ul style="list-style-type: none"> <li>- fulfillment of the requirements of the study plan concerning the prescribed composition of courses and their credit value so that after awarding the credits for the state examination the student obtains the required number of credits for the master's degree;</li> <li>- submission of the Master's thesis (electronically via the academic information system AIS) by the thesis submission deadline corresponding to the relevant state examination period according to the academic year schedule set by the faculty.</li> </ul> <p>The thesis is evaluated by the standard grading scale (0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A) by the supervisor of the thesis and the designated opponent in the assessment reports, which are available to the student no later than 3 working days before the state examination.</p> <p>The supervisor's report shall also include the percentage of compliance results from the originality check protocols (CRZP, Theses), which must be explicitly evaluated by the supervisor with the wording "the thesis shows/does not show signs of plagiarism".</p> <p>The Master's thesis will take the following form:</p> <p>The defence will consist of a thesis presentation (the student chooses the form of the defence, the PPT format can also be used) and the student's response to a broader theoretical question, which is assigned to the student by the supervisor upon the Master's thesis submission. The supervisor will include this question in the assessment report as one of the points of discussion for the defence; it will also be included in the defence report.</p> <p>The thesis presentation must:</p> <ul style="list-style-type: none"> <li>- Include a clearly articulated thesis statement,</li> <li>- have a clear and logical structure of argumentation and findings,</li> <li>- reflect a new perspective on the issue as a result of adequate and appropriate work with the findings gained through own research, the conclusions of which the student is able to present and formulate.</li> </ul>	

The criteria for the evaluation (of the defence) of the Master's thesis at the Department of British and American Studies are as follows:

- Quality of the Master's thesis (originality, significance of the analysis, clear formulation of the scientific problem and hypotheses under study, scope of the professional and scientific literature used),
- the adequacy of the methodological approach to the topic under study, the analysis logically and coherently answers the research questions,
- systematic and logical summary of the results of the analysis,
- compliance with citation standards (MLA...),
- language level of the presentation (academic language at least at B2 level),
- quality of the presentation and communication skills.

The evaluation of the thesis will include the areas below with the corresponding weighting (out of 100):

**PART A: CONTENT**

- Overall structure and organization (adequacy, scope, objectivity, coherence, cohesion) 15
- Theoretical knowledge related to the research topic 15
- Methodology (identifying concepts, research problems, aims, tasks, choosing adequate methods) 15
- Analysis (quality, depth, complexity) 15
- Originality and contribution (degree of originality, own contribution to knowledge) 10

**PART B: FORM**

- Adequate work with information sources (extent, structure, reliability, adequacy, compliance with a citation style) 15
- Language and style 10
- Typography and layout 5

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

**Learning outcomes:**

- Upon successful completion of the defence, students will be familiar with the basic requirements for academic writing and with the rules of academic integrity.
- They will have mastered the theory of working with sources and have the skills to compile correct bibliographic entries.
- They will have understood the principles of writing a Master's thesis, both in terms of form and content, as laid out by the university's regulations.
- They will have understood the causes of plagiarism, they will be able to recognize its types and know how to avoid it.
- They will have sufficient research skills to obtain, process, and interpret sources.
- They will have mastered the basics for writing a Master's thesis.
- They will have a deep knowledge of the thesis topic and will be able to approach it both critically and creatively.

**Class syllabus:**

1. The student presents the Master's thesis in front of the state examination committee, the supervisor and the opponent of the Master's thesis, and those present.
2. The student responds to the comments and questions in the assessments.
3. The student responds to the questions of the state examination committee or the questions in a broader debate.
4. A closed vote of the state examination committee on the evaluation of the Master's thesis defence.
5. Announcement of the evaluation (of the thesis defence) of the Master's thesis.

**State exam syllabus:**

**Recommended literature:**

BAZERMAN, Charles. The Informed Writer: Using Sources in the Disciplines. 3rd edition. Boston: Houghton Mifflin, 1989. ISBN 0-395-36901-0.

BLAIR, Lorrie. Writing a Graduate Thesis or Dissertation [online]. Brill, 2016. Dostupné na: EBSCOhost, search.ebscohost.com/login.aspx?

direct=true&db=e000xww&AN=1171828&lang=sk&site=ehost-live&scope=site.

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016. Dostupné na: stella.uniba.sk/texty/LL\_pisanie\_obhajoba\_zaverecne\_prac.pdf

Vnútný predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015. Dostupné na: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)

WHITE, Barry. Mapping Your Thesis [online]. Camberwell, Vic: ACER Press, 2011. ISBN 9780864318237. Dostupné na: <https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=384475&lang=sk&site=ehost-live&scope=site>.

**Languages necessary to complete the course:**

Students must be proficient to at least CEFR level C1 to attend the Master's thesis defence.

**Last change:** 08.04.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b> Submission of the diploma thesis by the deadline specified in the timetable of the current academic year for the respective date of the state examination. The diploma thesis is submitted in a printed version in two bound copies (at least one of which is in hardcover) to the relevant department and in an electronic version via AIS. The thesis must meet the parameters specified by Internal Regulation No. 7/2018 Directive of the Rector of Comenius University on the basic requisites of final theses, rigorous theses and habilitation theses, control of their originality, storage and accessibility at Comenius University in Bratislava. The provisions of Article 14 of the Study Regulations of the Faculty of Arts of Comenius University apply to the evaluation of the diploma thesis as a subject of the state examination. Scale of assessment (preliminary/final): 0%/100%</p>	
<p><b>Learning outcomes:</b> When writing the diploma thesis, students are able to elaborate the chosen topic at the level of a scientific study with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. The diploma thesis is a contribution to the relevant field of study.</p>	
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Contribution of the thesis to the field of study, depending on its nature and degree of study. The evaluation of the thesis takes into account whether the students adequately treat the chosen topic at the level of a scientific study with a representative selection of literature, whether the chosen scientific procedures are adequate and appropriate, and whether they work adequately with hypotheses that can be verified. The diploma thesis shall be an apparent contribution to the relevant field of study.</li> <li>2. Originality of the thesis (the thesis must not be plagiarized, it must not infringe the copyrights of other authors), the documentation for the defence of the thesis as a subject of the state examination also includes an originality protocol from the central register, the results of which are commented on by the supervisor and the opponent in their opinions;</li> <li>3. Accuracy and correctness of the quotation of used information sources, research results of other authors and author teams, correctness of the description of methods and working procedures of other authors or author teams;</li> <li>4. Compliance of the structure of the thesis with the prescribed structure defined by Internal Regulation No. 12/2013;</li> <li>5. Respecting the recommended length of the thesis (the recommended length of a diploma thesis is usually 50-70 standard pages - 90,000 to 126,000 characters including spaces), the appropriateness of the scope of the thesis is judged by the supervisor;</li> <li>6. Linguistic and stylistic level of the thesis and formal editing;</li> </ol>	

7. The manner and form of the thesis defence and the student's ability to respond adequately to comments and questions in the supervisor's and opponent's evaluations.
<b>State exam syllabus:</b>
<b>Recommended literature:</b> According to the topic of the thesis.
<b>Languages necessary to complete the course:</b> Slovak
<b>Last change:</b> 11.03.2022
<b>Approved by:</b>

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis. The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale (0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A), which the student receives a minimum of three working days before the defence. Master thesis evaluation criteria consider the fulfilment of the goals of the thesis in its assignment, originality of the work verified by protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations. Correctness and accuracy of citation of used information sources, compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University and linguistic and stylistic level of work and formal adjustments are also taken in account. The adequacy of the length of the thesis is assessed by the thesis supervisor. The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the bachelor's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<p><b>Learning outcomes:</b></p> <p>The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.</p>	
<p><b>Class syllabus:</b></p> <p>1. The student presents the bachelor's thesis in front of the committee for state exams, the opponent of the master's thesis, and those present.</p>	

<p>2. The student responds to comments and questions in the evaluations.</p> <p>3. The student responds to the questions of the committee for state exams or the questions in a broader debate.</p>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b></p> <p>LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Dostupné na: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf">http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</a></p> <ul style="list-style-type: none"> <li>• Vnútorý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a></li> <li>• Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/</a></li> </ul>
<p><b>Languages necessary to complete the course:</b></p> <p>Slovak</p>
<p><b>Last change:</b> 01.04.2022</p>
<p><b>Approved by:</b></p>

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.</p> <p>The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.</p> <p>Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A</p> <p>Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.</li> <li>2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.</li> <li>3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.</li> <li>5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of work and formal adjustments.</li> </ol> <p>The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond to comments and questions from the evaluations of the thesis supervisor and the opponent. The</p>	

student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.  
Scale of assessment (preliminary/final): 0/100

**Learning outcomes:**

The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

**Class syllabus:**

1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.
2. The student responds to the evaluations – comments and questions.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

**State exam syllabus:**

**Recommended literature:**

- LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: [http://stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prace.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf)
- Vnútorň predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)
- Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/>

**Languages necessary to complete the course:**

Hungarian (C2)

**Last change:** 01.04.2022

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-muNE-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<p><b>Course requirements:</b></p> <p>Submission of the thesis by the deadline specified in the timetable of the current academic year for the respective date of the state examination. The thesis is submitted in an electronic version via AIS. The thesis must comply with the parameters specified by the internal quality system of Charles University. The provisions of Article 14 of the Internal Regulation No. 5/2020 (Study Regulations of the Faculty of Arts of Charles University) shall apply to the evaluation of the thesis. The thesis supervisor and the thesis opponent will prepare a thesis report and propose a grade in the A-FX grading scale, which will be available to the student at least 3 working days before the defence.</p> <p>1. Contribution of the thesis, fulfillment of the thesis objectives in its assignment and fulfillment of the requirements for the content of the thesis given by the internal quality system of Charles University. It is assessed whether the student has treated the chosen topic at the level of a scientific study, with a representative selection of 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 understanding of the thesis topic is reflected; 2. Originality of the thesis (the thesis must not be plagiarized, must not infringe the copyrights of other authors), the documentation for the defence of the thesis includes originality protocols from the CRZP and Theses, the results of which are commented on by the supervisor of the thesis and the opponent in their opinions; 3. Correctness and correctness of citation of used information sources, research results of other authors and author teams, correctness of description of methods and working procedures of other authors or author teams; 4. Compliance of the structure of the thesis with the prescribed structure defined by the internal quality system of Charles University; 5. Respect for the recommended scope of the thesis (thesis 50 to 70 standard pages (90,000 to 126,000 characters including spaces)), the adequacy of the thesis scope is assessed by the supervisor; 6. The linguistic and stylistic level of the thesis and formal editing. The student orally presents the content, achieved objectives and conclusions of the thesis and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the thesis, assess the manner and form of the defence and the student's ability to respond adequately to the comments and questions in the thesis supervisor's and opponent's evaluations. The evaluation will be obtained from the arithmetic average of the evaluations from the thesis supervisor's, the thesis advisor's and the examination committee's evaluation.</p> <p>Scale of assessment (preliminary/final): 0/100</p>	
<p><b>Learning outcomes:</b></p> <p>The student has mastered the requirements of writing a professional text in compliance with the rules of academic ethics. He/she knows the methods used in the field of study, is able to elaborate the chosen topic of the diploma thesis at the level of a scientific study, with a representative selection of literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After</p>	

<p>a successful defence of the thesis, the student is able to design, implement, critically reflect and justify his/her research plan. He/she understands the context of the problem addressed, can clearly formulate research conclusions, conceive his/her own positions and propose recommendations. Can respond flexibly to questions about the research topic, its methodology and conclusions.</p>
<p><b>Class syllabus:</b>  1. Presentation of the diploma thesis to the students before the state examination committee, the opponent of the diploma thesis and the attendees. 2. Student's response to the reviews - comments and questions. 3. Student's response to questions from the State Examination Committee, or in a wider discussion.</p>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b>  LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Dostupné na: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf">http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</a>. Vnútorý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a>. Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a></p>
<p><b>Languages necessary to complete the course:</b>  german level C1/C2, slovak</p>
<p><b>Last change:</b> 03.04.2022</p>
<p><b>Approved by:</b></p>

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-muSL-595/22	<b>Course title:</b> Master's Degree Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KSJ/A-muSL-595/15	
<p><b>Course requirements:</b></p> <p>Submission of the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The thesis must meet the parameters determined by the internal quality system of the Comenius University. The provisions of Article 14 of the Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts, Comenius University) apply to the master's thesis evaluation. The supervisor of the final thesis and its opponent will prepare assessments of the master's thesis and propose an evaluation in the A-FX grading scale, which the student has at his/her disposal min. 3 working days before the defence. Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis and the requirements for the content of the master's thesis given by the internal quality system of the Comenius University. It is assessed whether the student has developed a chosen subject at the level of a scientific study, with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the field of study is also assessed, and the degree of demonstration of knowledge and understanding of the master's thesis is reflected.</li> <li>2. Originality of the thesis (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses, to the results of which the thesis supervisor and the opponent express their opinions in their assessments.</li> <li>3. Correctness of citing the selected information sources, research results of other authors and author's collectives, correctness of description of methods and working procedures of other authors or author's collectives.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of the Comenius University.</li> <li>5. Respecting the recommended range of the master's thesis (the recommended range of the master's thesis is usually 50 - 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the range of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of the thesis and formal layout.</li> </ol> <p>The student orally presents the content, achieved goals and conclusions of the master's thesis and answers the questions and comments of the thesis supervisor, opponent, or members of the examination board. The commission will comprehensively evaluate the quality of the master's thesis, assess the method and form of the defence and the student's ability to adequately respond to comments and questions in the assessments of the thesis supervisor and of the opponent. The final evaluation will consider the evaluations from the supervisor's and opponent's assessment, the evaluation of the final thesis defence by the commission.</p>	

Scale of assessment (preliminary/final): 0/100 Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 0/100
<p><b>Learning outcomes:</b></p> <p>The student has mastered the basic requirements of writing a professional text in compliance with the rules of academic ethics. He/she knows the methods used in his/her study field, is able to compose the selected subject of the master's thesis on a scientific study level, with a representative selection of professional literature, with appropriately selected scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student can project, implement, critically reflect on and justify his/her research goal. He/she understands the contexts of the problem to be solved, he/she can clarify his/her research outcomes, form his/her own opinions and suggest recommendations. He/she can argumentatively and promptly react to questions concerning the subject, its methodology and conclusions.</p>
<p><b>Class syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Presentation of the master's thesis to students with the commission for state exams, opponents of the master's thesis and others present.</li> <li>2. Student's response to the assessments – comments and questions.</li> <li>3. Student's response to the commission's questions or questions in the discussion.</li> </ol>
<p><b>State exam syllabus:</b></p>
<p><b>Recommended literature:</b></p> <p>LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf">http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf</a></p> <p>Vnútorň predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Available at: <a href="https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf">https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf</a></p> <p>Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a></p> <p>Additional literature depends on the master's thesis specialization.</p>
<p><b>Languages necessary to complete the course:</b></p> <p>slovak</p>
<p><b>Last change:</b> 23.03.2022</p>
<p><b>Approved by:</b></p>

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KAA/A-muAN-592/15	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Scale of assessment (preliminary/final): 100/0 (%)	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a>	

Závěrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/>

**Languages necessary to complete the course:**

Slovak, English

**Notes:**

**Past grade distribution**

Total number of evaluated students: 69

A	ABS	B	C	D	E	FX
73,91	0,0	8,7	10,14	2,9	2,9	1,45

**Lecturers:** Mgr. John Peter Butler Barrer, PhD., PhDr. Beáta Borošová, PhD., PhDr. Katarína Brziaková, PhD., Mgr. Marián Gazdík, PhD., Mgr. Lucia Grauzľová, PhD., Mgr. Michaela Hroteková, PhD., Mgr. Ivana Juríková, PhD., Mgr. Marián Kabát, PhD., doc. Mgr. Ivan Lacko, PhD., prof. PhDr. Daniel Lančarič, PhD., Mgr. Jozef Lonek, PhD., Mgr. Lucia Paulínyová, PhD., PhDr. Jozef Pecina, PhD., Mgr. Ivo Poláček, PhD., doc. Mgr. Eva Reid, PhD., doc. Mgr. Alena Smiešková, PhD., Mgr. Denisa Šulovská, PhD., doc. Mgr. Pavol Šveda, PhD., M. A. Linda Steyne, PhD.

**Last change:** 20.06.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Scale of assessment (preliminary/final): preliminary 100%	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available on: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a>	

Závěrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available on: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>						
<b>Languages necessary to complete the course:</b> Slovak, (add another language according to the specifics of the study programme in case of language studies)						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 26						
A	ABS	B	C	D	E	FX
65,38	0,0	3,85	19,23	3,85	7,69	0,0
<b>Lecturers:</b> prof. Mgr. Michal Chabada, PhD., prof. PhDr. Zlatica Plašienková, CSc., prof. PhDr. Emil Višňovský, CSc., prof. PhDr. František Gahér, CSc., prof. Mgr. Marián Zouhar, PhD., prof. Mgr. Andrej Kalaš, PhD., doc. Mgr. Erika Lalíková, PhD., doc. PhDr. Mariana Szapuová, CSc., Mgr. Róbert Maco, PhD., Mgr. Martin Nuhlíček, PhD., doc. Mgr. Lukáš Bielik, PhD., Mgr. Juraj Halas, PhD., doc. Dr. Vladimír Marko, PhD., Mgr. Filip Tvrďý, PhD., PhDr. Daniela Vacek, PhD., Mgr. Ján Machaj, PhD.						
<b>Last change:</b> 17.03.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Violation of academic ethics will be punished, and the student will lose all the received points in the relevant assessment. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Recommended literature: Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis;	

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: [stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prac.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf)  
Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 44

A	ABS	B	C	D	E	FX
75,0	0,0	9,09	4,55	2,27	9,09	0,0

**Lecturers:** prof. Mgr. Miroslav Daniš, CSc., doc. Mgr. Daniela Hrnčiarová, PhD., prof. Mgr. Martin Hurbanič, PhD., Mgr. Matej Ivančík, PhD., doc. Mgr. Vincent Múcska, PhD., Mgr. Daniela Rošková, PhD., doc. PhDr. Lukáš Rybár, PhD., doc. Mgr. Eva Škorvanková, PhD., doc. Mgr. Dušan Zupka, PhD., Mgr. Peter Benka, PhD., PhDr. Eva Benková, PhD., prof. PhDr. Roman Holec, DrSc., prof. Mgr. Martin Homza, PhD., Mgr. Stanislava Kuzmová, PhD., doc. Mgr. Martin Vašš, PhD., PhDr. Jakub Palko, PhD., Mgr. Ivana Lukáč Labancová, PhD., Mgr. Peter Vanek, PhD., Mgr. Ján Machaj, PhD.

**Last change:** 11.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-muNE-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Continuous assessment - the seminar takes place through individual consultations with the supervisor. Final evaluation based on averaging of work results. With regard to the specifics of the course, the following are evaluated: systematic preparation of the thesis in accordance with the objectives set out in the assignment, regular consultations with the thesis supervisor and acquaintance of the thesis supervisor with the progress on agreed tasks, which include: . The evaluation in the A-FX classification scale will be awarded to the graduate by the supervisor of the final thesis on the basis of meeting the individual conditions agreed at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Upon successful completion of the course, the student knows the published domestic and foreign secondary literature, or. archival sources concerning the issues of the diploma thesis, can analyze, interpret and critique them. He has the knowledge and skills to process the theoretical and analytical part of his thesis. Practically manages theoretical preparation, methodology and research methods, can formulate a research problem, research questions and hypotheses. He knows how to design a research plan. He / she is able to process the obtained data, verify hypotheses and formulate conclusions.	
<b>Class syllabus:</b> 1. Defining the main and partial goals of the diploma thesis. 2. Information survey on the issue of diploma thesis. 3. Analysis, interpretation and critique of professional literature, or. historical sources and others information sources on the issue of the diploma thesis. 4. Data collection, processing and interpretation. 5. Continuous and consistent creation of citation apparatus for the diploma thesis. 6. Compilation of the structure of the diploma thesis in the context of its topic and requirements for the structure of the diploma thesis given by the internal quality system of Charles University. 7. Terminological definition of the diploma thesis. 8. Methodological definition of the topic. 9. Elaboration of the theoretical part of the diploma thesis. 10. Elaboration of the practical part of the diploma thesis.	
<b>Recommended literature:</b>	

<p>Selection of professional literature according to the chosen topic of the thesis and the recommendations of the thesis supervisor; Current directive of the Rector of Charles University on the basic requirements for final theses; LICHNEROVÁ, Lucia: Writing and defense of final theses: university scripts for students of Comenius University in Bratislava [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a>.</p>						
<p><b>Languages necessary to complete the course:</b> german (level C1/C2), slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b> Total number of evaluated students: 15</p>						
A	ABS	B	C	D	E	FX
80,0	0,0	20,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> doc. Mgr. Katarína Motyková, PhD., doc. Mgr. Miloslav Szabó, PhD., Mgr. Monika Šajánková, PhD., doc. Mgr. Jozef Tancer, PhD., Mgr. Ivana Zolcerová, PhD.</p>						
<p><b>Last change:</b> 31.03.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-592/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muPE-592/15	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis).	
<b>Recommended literature:</b> <ul style="list-style-type: none"> <li>• Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2021-08-13]. Dostupné na: <a href="https://midas.uniba.sk/">https://midas.uniba.sk/</a></li> <li>• LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2021-01-09]. Dostupné na: <a href="https://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a></li> <li>• LICHNEROVÁ, Lucia a Ľudmila HRDINÁKOVÁ. Ako dodržať akademickú etiku pri</li> </ul>	

písaní vedeckých a odborných textov? In: Naša univerzita. 2020, roč. 67, č. 1, s. 62-65.  
ISSN (print) 1338-4163. Dostupné tiež na: [https://uniba.sk/fileadmin/ruk/nasa\\_univerzita/NU2020-21/201021\\_Nasa\\_univerzita\\_1\\_20-21.pdf](https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf)

- Vnútroňý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-09-09]. Dostupné na: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)
- Závèrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <https://fphil.uniba.sk/studium/student/bakalarske-a-magisterskestudium/zaverecne-prace/>
- Selection of scholarly literature according to the chosen topic of the thesis.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 7

A	ABS	B	C	D	E	FX
71,43	0,0	0,0	14,29	0,0	14,29	0,0

**Lecturers:** PaedDr. Darina Dvorská, PhD., Mgr. Zuzana Hráan, PhD., doc. PhDr. Július Matulčík, CSc., Mgr. Janka Medved'ová, PhD., doc. PhDr. Ľuboslava Sejčová, CSc., PhDr. Silvia Ťupeková Dončevová, PhD., doc. PhDr. Mária Matulčíková, CSc., Mgr. Gabriela Pleschová, PhD., prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 09.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-592/24	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 5	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muPE-592/15	
<b>Course requirements:</b> 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 PowerPoint presentation (20 points) containing: research topic, overview of relevant literature, research objectives, 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. A minimum of 60% pass threshold is required to successfully complete 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. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 1. Basic requirements for a master's thesis in Vodborne Teaching and pedagogical sciences. 2. Creation of a presentation of one's own research.	

3. Acceptance of constructive criticism.
4. Discussion as a result of own research.
5. Research ethics.
6. Vodbore citation rules.
7. Mistakes in the creation of diploma theses.
8. How to present processed data.
9. Interpretation of data.
10. Course of defense.
11. How to read reviews.
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: 8

A	B	C	D	E	FX
75,0	0,0	12,5	0,0	12,5	0,0

**Lecturers:** prof. PaedDr. Adriana Wiegerová, PhD.

**Last change:** 12.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-muSL-350/22	<b>Course title:</b> Master's Degree Thesis Seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Violation of academic ethics results in the cancellation of earned points in the relevant item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Available at: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a>	

Závěrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Available at: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>						
<b>Languages necessary to complete the course:</b> Slovak						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 57						
A	ABS	B	C	D	E	FX
52,63	0,0	22,81	15,79	1,75	5,26	1,75
<b>Lecturers:</b> doc. Mgr. Alena Bohunická, PhD., doc. Mgr. Gabriela Múcsková, PhD., Mgr. Katarína Muziková, PhD., prof. PhDr. Oľga Orgoňová, CSc., Mgr. Zuzana Popovičová Sedláčková, PhD., Mgr. Maryna Kazharnovich, PhD., doc. Mgr. Miloš Horváth, PhD., doc. Mgr. Peter Darovec, PhD., Mgr. Marta Fülöpová, PhD., prof. Mgr. Dagmar Garay Kročanová, PhD., Mgr. Marianna Koliová, PhD., Mgr. Matej Masaryk, PhD., prof. PhDr. Miloslav Vojtech, PhD., doc. Mgr. Veronika Rácová, PhD., Mgr. Ľubica Blažencová, PhD.						
<b>Last change:</b> 29.06.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-592/22	<b>Course title:</b> Master's Degree Thesis seminar
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Presentation of a partial output (e.g. one chapter of the thesis) Grade percentage: A: 91-100%, excellent - excellent results, B: 81-90%, very well – above average standard, C: 71-80%, well - reliable work, D: 61-70%, satisfactory - acceptable results, E: 50-60%, sufficient – the results meet the minimum criteria, Fx: 0-49%, insufficient – additional work required Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> Definition of the master's thesis topic, overview of the current research on the issue, choice of the theoretical-methodological approach of the thesis, and the ability to work selectively and correctly with the secondary literature sources.	
<b>Class syllabus:</b> Identifying and selecting the thesis (research) topic. Study of scholarly literature on the selected research topic. Basic material research and processing procedure. Methods of process and thesis creation (citation standards, manuscript modification, referencing). Presentation of a partial output (e.g. one chapter of the thesis)	
<b>Recommended literature:</b> Selection of scholarly literature according to the research topic; Current Directive of the Rector of the Comenius University on the essentials of the final thesis; LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác: vysokoškolské skriptá pre študentov Univerzity Komenského v Bratislave [online]. Bratislava: Stimul, 2016 [cit. 2019-01-09]. Dostupné na: <a href="http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf">stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf</a>	

Závěrečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-08-09]. Dostupné na: <a href="https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/">https://fphil.uniba.sk/studium/student/bakalarske-a-magisterske-studium/zaverecne-prace/</a>						
<b>Languages necessary to complete the course:</b> Hungarian Language C2						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 11						
A	ABS	B	C	D	E	FX
90,91	0,0	0,0	9,09	0,0	0,0	0,0
<b>Lecturers:</b> doc. Mgr. Zoltán Csehy, PhD., doc. PhDr. Anikó Dušíková, CSc., doc. Mgr. Katarína Misadová, PhD., doc. Orsolya Katalin Nádor, PhD., prof. Klára Sándor, DrSc., Mgr. Szilárd Sebők, PhD., doc. Mgr. art. Pavol Száz, PhD.						
<b>Last change:</b> 28.06.2022						
<b>Approved by:</b>						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> PriF.KDPP/N-mOBH-101/22	<b>Course title:</b> Master's Thesis Defence
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>State exam syllabus:</b>	
<b>Last change:</b> 22.08.2022	
<b>Approved by:</b>	

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> PriF.KDPP/N-mUXX-102/22			<b>Course title:</b> Master's Thesis Seminar			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week: 3 per level/semester: 42</b> <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 164						
A	ABS	B	C	D	E	FX
59,15	0,0	16,46	11,59	3,66	6,71	2,44
<b>Lecturers:</b> prof. RNDr. Miroslav Prokša, CSc., doc. RNDr. Štefan Karolčík, PhD., doc. RNDr. PaedDr. Zuzana Haláková, PhD., doc. PaedDr. Elena Čipková, PhD., RNDr. Soňa Nagyová, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., doc. PaedDr. Anna Drozdíková, PhD., prof. RNDr. Ladislav Tolmáči, PhD., doc. Mgr. Marcel Horňák, PhD., RNDr. Ivan Ružek, PhD., doc. RNDr. František Križan, PhD., RNDr. Katarína Danielová, PhD., PhDr. ThLic. Peter Ikhardt, PhD., Mgr. Štefan Zolcer, PhD., RNDr. Jana Ciceková, PhD., doc. RNDr. Eliška Gálová, PhD., prof. RNDr. Andrea Ševčovičová, PhD., RNDr. Jana Chrappová, PhD., doc. Ing. Mária Mečiarová, PhD., Ing. Jozef Kahan, PhD., Mgr. Barbora Števove, PhD., Mgr. Slavomír Čerňanský, PhD., prof. Mgr. Natália Hlavatá Hudáčková, PhD., PaedDr. Dominik Šmida, PhD., PhDr. Michael Fuchs, PhD., doc. RNDr. Daniel Gurňák, PhD.						
<b>Last change:</b> 14.09.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KŽ/A-moZU-153/22	<b>Course title:</b> Media Literacy
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KŽ/A-moZU-005/15	
<b>Course requirements:</b> 1) Outline and justification of the lecture topic in the scope of 2 A4 pages (preparation of the lecture outline for high school) - focus on Information Literacy, Media Education and Misinformation; 2) Final exam/test (study of required and recommended literature, information from lectures); Students will demonstrate their knowledge of the lectured areas in the final exam/test, which will focus on the readings and lectures during the semester. A maximum of 2 absences are allowed. The final exam may be partially replaced by the student's lectures at the high school - by agreement with the teacher. Exam dates will be announced via AIS no later than the last week of the class period. Grading scale: A (100-92%), B (91-85%), C (84-76%), D (75-68%), E (67->60%), Fx (≤60%) Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 40/60	
<b>Learning outcomes:</b> The students have a basic overview of the functioning of the media and the media environment in Slovakia. They are aware of the dangers of the phenomenon of disinformation, they understand the functioning, philosophy and threat of disinformation websites, their hypocrisy and economic interests. They understand the differences between information sources and are also familiar with the basics of media education and information literacy in Slovakia. Based on the curriculum and the project of lectures, they are ready to pass on the acquired knowledge at secondary schools in their home regions in Slovakia. Graduates of the course are also ready to professionally master the cross-cutting theme of media education at secondary and primary schools in Slovakia.	
<b>Class syllabus:</b> 1) Assignment of tasks, presentation of the situation in the field of media education in Slovakia 2) Media education - pedagogy 3) Parental mediation 4) Basic characteristics of media and dual broadcasting system 5) Journalism basics	

- 6) Conspiracy websites
- 7) Advertising in the media
- 8) Fact-checking
- 9) Manipulation
- 10) Project Development I.
- 11) Project Development II.
- 12) Project Development III.
- 13) Final evaluation

**Recommended literature:**

BRESTOVANSKÝ Martin. Úvod do mediálnej výchovy (vysokoškolské skriptá), Trnava, Trnavská univerzita v Trnave, 2010, ISBN 978-80-8082-396-2. [online] Dostupné na: [https://www.researchgate.net/publication/337911960\\_Uvod\\_do\\_medialnej\\_vychovy\\_VS\\_skripta](https://www.researchgate.net/publication/337911960_Uvod_do_medialnej_vychovy_VS_skripta)  
 MIČIENKA, Marek, JIRÁJ, Jan a kol. Základy mediální výchovy. Praha: Portál, 2007. 295 s., ISBN 978-80-7367-315-4. HACEK, Ján. Lojalita recipienta k spravodajským webom. Bratislava: MASS-MEDIA-SCIENCE, 2014. [online] Dostupné na: [https://www.researchgate.net/publication/336739639\\_Lojalita\\_recipienta\\_k\\_spravodajskym\\_webom\\_Recipient\\_Loyalty\\_to\\_the\\_News\\_Web](https://www.researchgate.net/publication/336739639_Lojalita_recipienta_k_spravodajskym_webom_Recipient_Loyalty_to_the_News_Web)  
 HACEK, Ján. Dezinformačné weby v čase koronakrízy – atmosféra nedôvery v médiá. Bratislava: MASS-MEDIA-SCIENCE, 2020. [online] Dostupné na: [https://www.researchgate.net/publication/350325305\\_Deinformacne\\_weby\\_v\\_case\\_koronakrizy\\_-\\_atmosfera\\_nedovery\\_v\\_media](https://www.researchgate.net/publication/350325305_Deinformacne_weby_v_case_koronakrizy_-_atmosfera_nedovery_v_media)  
 HACEK, Ján: Antisystémoví voliči na Slovensku a ich dôvera v médiá. In: Fenomén 2020 : komunita v mediálnom priestore. Bratislava: Univerzita Komenského v Bratislave, 2020. S. 63-79. ISBN 978-80-223-4974-1. [online] Dostupné na: [https://fphil.uniba.sk/fileadmin/fif/katedry\\_pracoviska/kzur/FOTO\\_KZ/foto\\_k\\_clankom/2021/fenome\\_n\\_2020.pdf](https://fphil.uniba.sk/fileadmin/fif/katedry_pracoviska/kzur/FOTO_KZ/foto_k_clankom/2021/fenome_n_2020.pdf) Web: commonsensemedia.org; kff.org; medialnavychova.sk; zodpovedne.sk, eukidsonline.net. Additional literature will be presented at the beginning and during the semester.

**Languages necessary to complete the course:**

Slovak

**Notes:**

Students of the Department of Journalism of FiF UK in Bratislava cannot apply for this course!

**Past grade distribution**

Total number of evaluated students: 13

A	ABS	B	C	D	E	FX
69,23	0,0	23,08	7,69	0,0	0,0	0,0

**Lecturers:** doc. Mgr. Ján Hacek, PhD.

**Last change:** 01.09.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muSZ-002/22	<b>Course title:</b> Methodology of Pedagogical Research
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week: 2 / 2 per level/semester: 28 / 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muSZ-002/15	
<b>Course requirements:</b> The overall evaluation of the student will be given on the basis of the evaluation of their elaboration of the following tasks: during the teaching part of the course (continuously): - Elaboration of continuous tasks and assignments max. 30 b. - Continuous test of knowledge and skills max. 30 b. in the trial period (at the end): - Final test of knowledge and skills max. 40 b. TOTAL max. 100 points Ongoing evaluation: I. EQUIPMENT AND EXERCISES: Tasks and exercises will focus on the ability of students to apply the acquired theoretical knowledge in solving various tasks: finding a topic, research problem, formulation of research goals, research questions, which theories are most often confirmed in pedagogical research - refuted, deduction of theory towards determination of variables and formulation of hypotheses for quantitatively oriented research, research data collection procedures, used methods and tools of data collection, application of research data analysis procedures - scaling, observation sheets, open, axial coding, or thematic analysis on research data mediated by teachers . For the elaboration of tasks and exercises the student will be able to obtain a total of max. 30 points. II. INTERIM TEST: The continuous test will contain test items focused on the curriculum of the first 3 topics / chapters of the compulsory textbook, for which you can collectively obtain max. 30 points. The midterm test will be completed by the student in person or remotely (according to the current epidemiological situation) via the MS Forms application during the semester after taking over 4 topics. Final rating: III. FINAL TEST: The final test will contain test items focused on the subject matter of the next 4 topics + some items focused on the repetition of topics 1,2 and 3,4, for which you will be able to obtain a max. 40 points. A minimum of 50% success rate is required to successfully complete the course.	

**CLASSIFICATION:**

A - 91 - 100 (excellent - excellent results),

B - 90 - 81 (very good - above average standard),

C - 80 - 71 (good - normal reliable work),

D - 70 - 61 (satisfactory - acceptable results),

E - 60 - 51 (sufficient - the results meet the minimum criteria),

Fx - 50 - 0 (insufficient).

The teacher accepts max. 2 absences with proven documents.

The exact date of the mid-term evaluation will be announced at the beginning of the semester.

Exam dates will be published via AIS no later than the last week of the semester.

Weight of the mid-term / final evaluation: 70/30.

Scale of assessment (preliminary/final): = 70/30.

**Learning outcomes:**

Upon successful completion of the course, students know the basic methodological concepts, stages and principles of quantitative and qualitative pedagogical research. They have the skills needed to study and analyze scientific studies in pedagogy and understand the research of others. They are able to design their own educational research, research or action research of the teacher and implement an independent research effort. They have the ability to choose appropriate and meaningful research topics, deftly develop a research project, collect and empirically correct analysis of research data. They can then interpret, defend and publish research data meaningfully and creatively.

**Class syllabus:**

1. Pedagogical research - definition of basic terms: cognition, science in human cognition, scientific theory, research, pedagogical research, theory, practice, method, methodology. Relation of pedagogical research to practice (R&D). Research - action research - evaluation.

2. Planning, organization and implementation of field pedagogical research: Stages of research work. Research plan and diary of a pedagogical researcher. Research information preparation. Ethics in research work.

3. Thinking about a research problem: The difference between a topic and a research problem. Thinking and judgment of a researcher. Selecting the essential and distinguishing partial phenomena from the general background. Preparation of a research project.

4. Qualitative and quantitative research design: Comparison of qualitative and quantitative research, their philosophical background, goals, focus and procedures in the collection and processing of research data.

5. Qualitative oriented pedagogical research: Selected currents (branches) of qualitative research: Ethnography, Phenomenological analysis, Narrative and Dramaturgical approach, Conversational analysis. Qualitative research procedures. Terrain access. Research methods used in qualitative research. Quality standards of qualitative research.

6. Quantitative oriented pedagogical research and its main phases: Determining the research problem. Variables and hypotheses and their place in pedagogical research. Hypothesis testing in scientific research. Measurement and quantification in pedagogical research.

7. Determination of the selection of research data collection methods: research method, research tool, validity, reliability and correlation coefficient of the research tool. Selection, study and preparation, or creation of tools for collecting research data.

8. Methods of research data collection: Observation, questionnaire, assessment scales, interviews, tests of knowledge and skills, sociometry, semantic differential and pedagogical experiment

9. Processing of obtained research data: Preparation for analysis, Analysis and interpretation of obtained research data (verbal or numerical). Discussion of research conclusions. Making recommendations for practice.

**Recommended literature:**

- GAVORA, Peter a kol. Elektronická učebnica metodológie pedagogického výskumu. (Online). Bratislava: Univerzita Komenského v Bratislave, 2010. Dostupné online. ISBN 978-80-223-2951-4.
- GAVORA, Peter. Sprievodca metodológiou kvalitatívneho výskumu. Bratislava: Univerzita Komenského v Bratislave, 2007, 230 s., ISBN 978-80-223-2317-8.
- CHRÁSKA, Miroslav. 2007. Metódy pedagogického výskumu. Praha: Grada Publishing, 2007, 265s., ISBN 978-80-247-1369-4.
- GULOVÁ, Lenka., ŠÍP, Radim. Výzkumné metody v pedagogické praxi. Praha: Grada Publishing, 2013, 230s., ISBN 978-80-247-4368-4.
- HENDL, Jan. Kvalitatívny výskum. Základní teorie, metody a aplikace. Druhé aktualizované vydání. Praha: Portál, 2008, 407s., ISBN 978-80-7367-485-4.
- MAŇÁK, Josef a kol. Slovník pedagogické metodologie. Brno: Paido, 2005, 134s., ISBN 80-210-3802-0
- STRAUSS, Anselm., CORBINOVÁ, Juliet. Základy kvalitatívneho výskumu. Postupy a techniky zakotvené teorie. Boskovice: Nakladatelství Albert, 1999, 196s., ISBN 80-85834-60-X.
- ŠEĐOVÁ, Klára., ŠVARÍČEK, Roman. Kvalitatívny výskum v pedagogických vedách. Praha: Portál, 2007, 377 s., ISBN 978-80-7367-313-0.
- ŠVEC, Štefan a kol. Metodológia vied o výchove. Kvantitatívno-scientistické a kvalitatívno-humanitné prístupy. Bratislava: IRIS, 1998, 303s., ISBN 80-88778-73-5.
- Pedagogické a spoločenskovedné vedecké časopisy.

**Languages necessary to complete the course:**

Slovak, English

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

Total number of evaluated students: 491

A	ABS	B	C	D	E	FX
41,34	0,2	32,99	15,68	5,7	3,05	1,02

**Lecturers:** doc. PhDr. Július Matulčík, CSc., PaedDr. Darina Dvorská, PhD.

**Last change:** 06.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPED/A-muPE-593/24	<b>Course title:</b> Methodology of educational sciences
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 6	
<b>Recommended semester:</b> 1.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> - 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) <b>Grading</b> 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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. Druhé aktualizované vydání. Praha: Portál.
- Hendl, J. (2017). Metody výskumu a evaluace. Praha : Portál.
- Masaryk, R. (2021). Ten druhý výskum. Úvod do kvalitatívnych metód v psychológii. Bratislava: Univerzita Komenského v Bratislave.
- Šed'ová, K., & Švaříček, R. et al. (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: 8

A	B	C	D	E	FX
75,0	12,5	12,5	0,0	0,0	0,0

**Lecturers:** prof. PhDr. Peter Gavora, CSc.

**Last change:** 15.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-AmuSL-53/22	<b>Course title:</b> Pedagogical Rhetoric
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 2 <b>per level/semester:</b> 14 / 28 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KSJ/A-AmuSL-53/15	
<b>Course requirements:</b> Homeworks during semester (interpretation and creation of argumentation entries, contributions to discussions etc.), two prepared speeches orally presented in seminar (preliminary), final text exam or colloquium in 12. – 13. week of the semester. Preliminary outputs do not have a correction date. The teacher will accept a maximum of two documented absences. The evaluation is carried out according to this classification scale: A (100 % - 92 %), B (91 % - 84 %), C (83 % - 76 %), D (75 % - 68 %), E (67 % - 60 %). Credits will be granted to the student who has obtained at least an E as the final grade. A breach of academic ethics will result in the cancellation of the evaluation result of the relevant item. Scale of assessment (preliminary/final): 100/0 Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student is able to apply systemized information from the subject to didactic practice. He/she knows the methods of rhetorical interpretation and masters the principles of speaking. He/she is able to adequately understand the speaker's performance and to respond appropriately in dialogic interaction in the work (school) and non-work environment. He/she is able to apply correct persuasive tactics in a prepared and improvised communication act in the spirit of ethical principles of healthy communication.	
<b>Class syllabus:</b> Ancient rhetorics and neorhetorics. Rhetorical genres. Politenes and etiquette. Conflicting and non-conflicting communication. Defense against manipulative behaviour and verbal abuse. Interpretation of rhetorical speeches. Creation of rhetorical texts (public monological and dialogical); persuasion, agumentation. Practical rhetorics 1 - monology (business, politically/socially engaged speeches and occasional speeches.	

Practical rhetorics 2 – dialogical interactions (principle of cooperation, principle of politeness and their application in form example defence of a project/propagation of bioethical practices and discussion/polemics concerning them, in business negotiation and conflict, in family arguments...)

**Recommended literature:**

BILINSKI, W. Velká kniha rétoriky. Praha: Grada Publishing, 2011. ISBN 978-80-247-3905-2  
HEINDRICH, J. Rétorika pro každého. Brno: Computer Press, 2010. ISBN 978-80-251-2693-6  
KRAUS, J. Rétorika v evropské kultuře i ve světě. Praha: Karolinum, 2011. ISBN 978-80-246-2001-5  
VYBÍRAL, Z. Psychologie komunikace. Praha: Portál, 2009. ISBN 978-80-736-7387-1  
ŠPAČKOVÁ, A. Moderní rétorika na univerzitě. Praha: Karolinum, 2017. ISBN 978-80-246-3708-2

**Languages necessary to complete the course:**

slovak, czech

**Notes:**

Time burden – 4c = 100h – 120h  
-Completion of educational activities (L,S): 39h  
-Continuous preparation for lessons: 26h  
- Preparation of 2 speeches: 16h  
- Preparation for the final written exam: 20h

**Past grade distribution**

Total number of evaluated students: 276

A	ABS	B	C	D	E	FX
49,28	0,0	27,9	14,13	7,61	0,72	0,36

**Lecturers:** doc. Mgr. Alena Bohunická, PhD., prof. PhDr. Ol'ga Orgoňová, CSc.

**Last change:** 21.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPED/A-muPE-599/24	<b>Course title:</b> Pedagogical prevention of addictions
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Report and written exam; Continuous assessment during the teaching part: paper on a selected topic from the subject matter (30 points), during 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. 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	
<b>Learning outcomes:</b> 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.	
<b>Class syllabus:</b> 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 institutional 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.

**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). *Prevenčia v praxi. Látkové a nelátkové závislosti*. Bratislava: Národné osvetové centrum. Dostupné na: <https://www.nocka.sk/wp-content/uploads/2021/07/NOCPrevenicia-v-praxi-A5-web.pdf>

Mackuľak, T., Bodík, I., & Bírošová, L. (2020). *Drogy a liečivá okolo nás*. Bratislava: Spektrum STU.

Nešpor, K. (2018). *Návykové chováni a závislost*. Praha: Portál.

Reznická, A., & Sejčová, L. (2019). Rizikové používanie internetu a počítača u mladých ľudí vo veku 15 - 25 rokov. In: *Psychiatria. Psychoterapia. Psychosomatika*. 26(3), 22-33.

Dostupné na: [http://](http://www.psychiatriacasopis.sk/filespsychiatria2019-03ppp_2019_26_3_rizikove_pouzivanie_internetu_a_pocitaca)

[www.psychiatriacasopis.sk/filespsychiatria2019-03ppp\\_2019\\_26\\_3\\_rizikove\\_pouzivanie\\_internetu\\_a\\_pocitaca](http://www.psychiatriacasopis.sk/filespsychiatria2019-03ppp_2019_26_3_rizikove_pouzivanie_internetu_a_pocitaca)

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: 4

A	B	C	D	E	FX
50,0	50,0	0,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 01.07.2024

**Approved by:**

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-991/24	<b>Course title:</b> Pedagogy
<b>Number of credits:</b> 3	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KPg/A-muPE-991/15	
<p><b>Course requirements:</b></p> <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>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 remedial dates of the state exam 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>	
<p><b>Learning outcomes:</b></p> <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 state of knowledge in the field of pedagogy, as well as the ability to apply and use them creatively. He masters the knowledge contained in the teaching of the subjects Methodology of Pedagogical</p>	

Sciences, Pedagogical Counseling and Didactics of Pedagogy. He can apply knowledge from 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:**

Methodology of pedagogical sciences

1. Pedagogical research - scientific theory, research, pedagogical research, theory, practice, method, methodology. The relationship between pedagogical research and educational theory and practice. Research - action research - evaluation.
2. Planning, organization and implementation of field pedagogical research. Stages of research work. Information preparation of research.
3. Ethical principles of work with research subjects, data collection and publication.
4. Thinking about the research problem: The difference between a topic and a research problem. Reasoning and reasoning of the researcher. Preparation of a research project.
5. Quantitative and qualitative research design: Comparison of qualitative and quantitative research, their philosophical foundations, goals, focus and procedures for collecting and processing research data.
6. Qualitatively oriented pedagogical research: Selected currents (branches) of qualitative research: Ethnography, Phenomenological analysis, Narrative and Dramaturgical approach.
7. Procedures in qualitative research. Entering the terrain. Research methods used in qualitative research. Data analysis in qualitative research. Thematic analysis. Grounded theory. Quality standards of qualitative research.
8. Quantitatively oriented pedagogical research: Determination of the research problem. Variables and hypotheses. Hypothesis testing in scientific research. Measurement and quantification in educational research.
9. Research method, research tool.
10. Creation of research instrument, validity and reliability of research instrument
11. Methods of collecting research data: Observation, questionnaire, assessment scales, tests of knowledge and skills, pedagogical experiment.
12. Processing of obtained research data: Analysis and interpretation of research data. Discussion of research findings. Creation of recommendations for practice.

Pedagogical consulting

1. Pedagogical consulting. Characteristics of educational counseling and counseling 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, biographical educational and developing concept of counseling.

3. Advisory process. Conditions of the counseling process. Requirements for the consultation room and its equipment. Requirements for the consulting team.

4. Clients of the consulting process. Risk clients.

5. Personality and role of the advisor. Communication in the counseling process. Phases of the counseling process.

6. Diagnostic methods of working with the client. Pedagogical diagnostics. 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. Interventions according to duration, intensity, number of people, client's problem, degree of directiveness, according to individual phases of the counseling process. Individual consultation methods. Group interventions.

8. 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.

9. Activities of an educational consultant, social pedagogue, school psychologist, special pedagogue and therapeutic pedagogue.

10. 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).

Didactics of pedagogy

1. Subject, goals and tasks of didactics of pedagogy and its position in the complex of pedagogical sciences. The relation of didactics of pedagogy to other sciences. The history of the development of the didactics of pedagogy and its teaching.

2. Pedagogy as a teaching subject in secondary schools, issues of the teaching process of pedagogy in different types of secondary schools - pedagogy as a professional subject, as a subject in general - educational, formative and informative goals.

3. The goal of teaching pedagogy in the analysis of basic documents - lesson plans, curricula. Concretization on different types of schools.

4. The issue of goals in teacher preparation for teaching, goals in relation to: content, teaching methods, goal-teacher, goal-student.

5. Bloom's taxonomy of goals and its concretization in the subject of pedagogy.

6. Didactic analysis of the curriculum as a basic activity of the teacher in preparation for teaching. Analysis of textbooks and other aids for the presentation of basic, expanding, supplementary curriculum.

7. Methods of teaching pedagogy. Categorization of teaching methods, the problem of their choice.

8. Social approaches in teaching. Role playing, cooperative learning.

9. Organizational forms of teaching pedagogy. Lesson, pedagogical practice, excursion, visiting, pedagogical observation, lecture, seminar, exercise, independent work.

10. Evaluation of teaching results in pedagogy, entrance exams, matriculation exams - practical - theoretical testing.

11. The personality of the pedagogy teacher, his position at the secondary school. Specifics of the activity of a pedagogy teacher. Extracurricular activity of a pedagogy teacher.

12. Material equipment of the pedagogy teacher at the school, didactic cabinet, library.

#### **Recommended literature:**

Literatúra k predmetu Metodológia pedagogických vied

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. Druhé aktualizované vydání. Praha: Portál.
- Hendl, 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 kvalitatívneho výskumu. Postupy a techniky zakotvené teorie. Boskovice: Nakladatelství Albert.
- Šeďová, K., Švaříček, R. et al. (2007). Kvalitatívni výzkum v pedagogických vědách. Praha: Portál.
- Švec, Š. et al. (1998). Metodológia vied o#výchove. Bratislava: IRIS.
- Literatúra k predmetu Pedagogické poradenstvo
- Ďurdiak, L., Gatial, V. (2006). Psychologické aspekty výchovného a kariérového poradenstva. Nitra: Pedagogická fakulta UKF v Nitre.
- Hargašová, M. et al. (2009). Skupinové poradenství. Praha: Grada Publishing
- Jarábek, K., Koštrnová, D. (2014). Výchovný poradca [online]. Bratislava: Metodicko-pedagogické centrum. Dostupné na: [https://archiv.mpcedu.sk/sites/default/files/publikacie/jarabek\\_kostrnova\\_vychovny\\_poradca\\_web.pdf](https://archiv.mpcedu.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](https://vudpap.sk/wp-content/uploads/2021/10/Manual-zacinajuceho-soc.ped_.v1.02.pdf)
- Lazarová, B. (2002). Základy pedagogicko-psychologického poradenství pro učitele. Brno: ÚPV FF Masarykovy univerzity v Brne.
- Mertin, V., Krejčová, L. et al. (2020). Výchovné poradenství. Praha: Wolters Kluwer, 2020.
- Sejčová, L. (2018). Edukačné poradenstvo a perspektívy jeho rozvoja. In: Perspektívy rozvoja pedagogiky a andragogiky v Slovenskej republike a v krajinách strednej Európy [elektronický dokument]. Bratislava: Univerzita Komenského v Bratislave, 2018. s.122-131 [CD-ROM]
- Sejčová, L. (2011). Pedagogicko-psychologické poradenstvo a poradenský proces. Bratislava: Vydav. UK.
- Šeďáková, M. (2007). Výchovný poradca. Iris : Bratislava.
- Literatúra k predmetu Didaktika pedagogiky
- Majerčíková, J. et al. (2015). Předškolní edukace a dítě. Zlín: FHS UTB.
- Vališová, A., & Kasíková, H. et. al. (2011). Pedagogika pro učitele. Praha: Grada.
- Wiegerová, A. et al. (2015). Profesionalizace učitele mateřské školy z#pohledu reformy kurikula. Zlín: FHS UTB.
- Wiegerová, A., & Gavora, P. (2014). Proč chci být učitelkou mateřské školy? pohled kvalitatívneho výskumu. Pedagogická orientace, 24(4), 510-534.
- Wiegerová, A., & Gavora, P. (2015). Conceptualisation of the child and childhood by future pre-school teachers. Pedagogika, 65(5), 502-515.
- Štátny vzdelávací program pre odborné vzdelávanie a prípravu . 75 Pedagogické vedy.

**Languages necessary to complete the course:**

Slovak

<b>Last change:</b> 15.09.2024
<b>Approved by:</b>

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muSZ-003/22	<b>Course title:</b> Philosophical Aspects of Education
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> During the teaching period of the semester: participation, activity, elaboration of assignments or final test. The test or assignments will be from the material covered during the semester. The student can get a maximum of 50 points, the minimum for successful course completion is 30 points. Grade percentage: A: 100-92%, B: 91-84%; C: 83-76%, D: 75-68%, E: 67-60% FX: 0-59% Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation items. The teacher accepts max. 2 absences with proven documents. Scale of assessment (preliminary/final): 0/ 100% during the trial period	
<b>Learning outcomes:</b> Upon successful completion of the course, students will know: A: in the field of knowledge: · What is philosophy, its basic structure, goals and role · What issues do philosophy of education and philosophical anthropology solve, what are their goals and role? · What is the importance of philosophy for solving problems in theory and practice of education B: in the field of skills: · Orientation in basic philosophical problems, disciplines and concepts · Ask questions and formulations of answers regarding philosophical questions of education · To think independently about philosophical issues of education	
<b>Class syllabus:</b> 1. The concept and structure of philosophy 2. Philosophical and pedagogical anthropology 3. Philosophical anthropology and axiology 4. Philosophy of education I. 5. Philosophy of education II. 6. Philosophy of culture and values 7. Ethical issues and perspectives of education	
<b>Recommended literature:</b>	

ANZENBACHER, Arno: Introduction to Philosophy. Prague: SPN, 1991. ISBN: 80-04-26038-1.  
 BREZINKA, Wolfgang: Filozofické základy výchovy. Prague: Zvon, 1996. ISBN: 80-7113-169-5.  
 CORETH, Emerich: What is a human being? Fundamentals of philosophical anthropology. Prague: Zvon, 1994. ISBN: 80-7113-098-2.  
 POPKIN, Richard. H., STROLL, Avrum: Philosophy for Everyone. Prague: Ivo Zelezny, 2000. ISBN: 80-240-0257-4.  
 PELCOVÁ, Naděžda: Philosophical and pedagogical anthropology. Prague: Karolinum, 2000. ISBN: 80-246-0076-5.

Complementary literature and literature that is not in Academic Library of Comenius University will be presented at the beginning and during the semester. Teachers' presentations and non-Academic Library literature are available at MS Teams.

**Languages necessary to complete the course:**

Slovak, Czech (receptive acquaintance)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 472

A	ABS	B	C	D	E	FX
41,53	0,0	28,39	15,89	7,84	4,45	1,91

**Lecturers:** prof. Mgr. Michal Chabada, PhD., doc. Mgr. Erika Lalíková, PhD., doc. PhDr. Mariana Szapuová, CSc., prof. PhDr. Emil Višňovský, CSc., Mgr. Ján Machaj, PhD.

**Last change:** 22.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muSZ-129/17	<b>Course title:</b> Selected Issues from Social Pedagogy in Schools
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 1., 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) Interim evaluation: individual preparation for each topic, active participation in discussions on each topic, active participation in field activities, completion of assignments (70% of the total evaluation) (b) final assessment: colloquium - the student must demonstrate mastery of the subject matter (prescribed topics) and (at least) the compulsory literature, as well as the ability to apply the acquired knowledge to school practice; sophisticated and coherent language expression, critical and creative thinking are expected (30% of the total mark). Admission to the examination is conditional on achieving a minimum of 10 points in the continuous assessment. Violation of academic ethics will result in the cancellation of the points obtained in the relevant assessment item. Grading Scale: 0-59-FX, 60-67-E, 68-75-D, 76-83-C, 84-91-B, 92-100-A. A maximum of 2 absences will be accepted. The course is field-based (selected areas of social pathology). 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 teaching period. Scale of assessment (preliminary/final): 70/30	
<b>Learning outcomes:</b> Students are able to: - analyze the different areas of interest of social pedagogy and its tools for dealing with challenging life situations of individuals and groups, especially children and adolescents, and the impact of these situations on their behavior and functioning in school, - identify and diagnose individual socio-pathological phenomena in the behaviour of pupils/students in school, - to apply practically the methods of social pedagogue's work in the school environment, taking into account specific difficult life situations of children and adolescents at school.	
<b>Class syllabus:</b>	

1. Pedagogy of the environment
2. Poverty and the family in need
3. Unemployment
4. Homelessness
5. Violence: domestic violence
6. Bullying, mobbing and stalking, cyberbullying
7. CAN Syndrome
8. Addictions
9. Crime - Penitentiary and post-penitentiary care
10. Volunteering - a pathway to humanity and self-fulfilment
11. Streetwork and low-threshold assistance
12. Field activity
13. The role and importance of the social pedagogue in the Slovak school (independent preparation and discussion)

**Recommended literature:**

ČAPEK, Robert, NAVAROVÁ, Sylvie, ŽENATOVÁ, Zdenka. Žák v krizové situaci. Praha: Raabe, 2017. ISBN 9788074962943

GUBRICOVÁ, Janette, MARTINCOVÁ, Romana, LIBERČANOVÁ, Kristína, ŠUHAJDOVÁ, Ivana (ed.). Peer príručka (nielen) pre sociálnych pedagógov. Trnava: Trnavská Univerzita, 2022. ISBN 978-80-568-0530-5978-80-5.

HELUS, Zdeněk. Sociální psychologie pro pedagogy. Praha: Grada, 2015. ISBN 978-80-247-9816-5.

HRONCOVÁ, Jolana, NIKLOVÁ, Miriam, HANESOVÁ, Dana, DULOVICS, Mário. Sociálna pedagogika na Slovensku a v zahraničí – teoretická reflexia a prax. Banská Bystrica: UMB BB, 2020. ISBN 978-80-557-1717-3.

LIBERČANOVÁ, Kristína: Metódy sociálnej pedagogiky. Trnava : Pedagogická fakulta, 2018. ISBN 978-80-568-0175-8.

KRAUS, Blahoslav. Základy sociální pedagogiky. Praha: Portál, 2014. ISBN 9788026206439

**Languages necessary to complete the course:**

slovak and czech

**Notes:**

The capacity of the course is limited to 15 students. Students will be familiarized with additional literature during the course.

**Past grade distribution**

Total number of evaluated students: 100

A	ABS	B	C	D	E	FX
79,0	0,0	16,0	4,0	0,0	0,0	1,0

**Lecturers:** doc. PhDr. Ľuboslava Sejčová, CSc.

**Last change:** 26.04.2023

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KS/A-AmoSO-30/22	<b>Course title:</b> Sociology of Childhood and Youth
<b>Educational activities:</b> <b>Type of activities:</b> lecture / seminar <b>Number of hours:</b> <b>per week:</b> 1 / 1 <b>per level/semester:</b> 14 / 14 <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 2., 4.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KS/A-AmoSO-22/22	
<b>Course requirements:</b> Written exam in the exam period with a gain of at least 60 points Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Classification scale: 100-92: A 91-84: B 83-76: C 75-68: D 67-60: E 59-0: FX The teacher accepts max. 2 absences with proven documents. The method of work in the course and the specification of the content of the written exam will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 0/100	
<b>Learning outcomes:</b> Upon successful completion of the course, the student will gain knowledge about the characteristics of childhood and youth as stages of the life cycle and the current problems of children and youth. Understands the social context and its impact on the course of these initial stages of life. He will gain knowledge about the situation in the main socialization institutions of children and youth - family and school and their current changes and problems, which will allow him to understand the specifics of socialization today. Particular attention will be paid to the risk phenomena of adolescence. The course develops and strengthens the analytical and interpretive competencies of the students. It expands his understanding of the broader social framework of the adolescence process.	
<b>Class syllabus:</b> 1. Life cycle and generation structure of society 2.- 3. Childhood and its social characteristics (historical models, current specifics of the child's position) 4. - 5. Youth and its social characteristics (historical models, current specifics of the young person's position) 6. Current family and its changes, consequences for intra-family relations 7. Family policy, its tools and dilemmas 8. Social law protection of children and youth	

9. School in a social context, education as a means of social mobility and leveling out inequalities
10. Inclusive education, concepts, trends, current issues
11. Socio-pathological phenomena and threats to children and youth
12. Risks of new technologies and online space, current problems

**Recommended literature:**

- KÖVEROVÁ, Štefánia. Sociológia životného cyklu. Bratislava: OZ Sociálna práca 2003. ISBN 80-968927-4-6
- Rodina na Slovensku v teórii a vo výskume. (ed. Chorvát, I., Džambazovič, R.). Bratislava: Stimul 2015. ISBN 978-80-8127-152-6
- Džambazovič, R. Rodinné správanie v demografických dátach. Bratislava: Stimul, 2012. ISBN 987-80-8127-052-9
- MOŽNÝ, Ivo. Rodina a spoločnosť. Praha: SLON 2008. ISBN 808642958X
- BEBLAVÝ, Miroslav: Sociálna politika. eBook 2012: [https://www.academia.edu/23899623/Soci%C3%A1lna\\_politika](https://www.academia.edu/23899623/Soci%C3%A1lna_politika)
- KOŤA Jaroslav, HAVLÍK Radomír. Sociologie výchovy a školy. Praha: Portál 2008. ISBN 8073673274
- KUSÁ, Zuzana. Škola nie je pre všetkých. Bratislava: Sociologický ústav SAV 2017.
- ONDREJKOVIČ, Peter a kol. Sociálna patológia. Veda: Bratislava 2009. ISBN 9788022410748
- NOCIAR, Alois.: Prieskumy o drogách, alkohole, tabaku u slovenskej mládeže. Veda: Bratislava 2004. ISBN: 978-80-224-0832-8
- TOMKOVÁ, Jana. Deti a internet - Príležitosti a riziká. Slovensko v projekte EU Kids Online. In.: Mediálna výchova a kultúrna identita - Megatrendy a médiá 2012. Trnava: UCM, s. 177 - 190. ISBN: 978-80-8105-393-1.

Students have at their disposal in electronic form an extended syllabus of the course, with supplemented literature on individual topics.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 140

A	ABS	B	C	D	E	FX
30,71	0,0	30,0	17,86	17,14	4,29	0,0

**Lecturers:** prof. PhDr. Gabriela Lubelcová, CSc.

**Last change:** 21.06.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPED/A-muPE-598/24	<b>Course title:</b> Some problems in youth socialisation
<b>Educational activities:</b> <b>Type of activities:</b> lecture <b>Number of hours:</b> <b>per week: 2 per level/semester: 28</b> <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 4	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> (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. The course has a practical-interactive character. Scale of assessment (preliminary/final): 60/40	
<b>Learning outcomes:</b> Students are able to: <ul style="list-style-type: none"> <li>- orient themselves in the socialization processes of childhood and adolescence,</li> <li>- identify and classify risk areas of socialization of children and adolescents in the process of identity formation, value frameworks and social limits,</li> <li>- apply knowledge and skills through examples of educational reality,</li> <li>- argue and lead a constructive discussion.</li> </ul>	
<b>Class syllabus:</b> <ol style="list-style-type: none"> <li>1. Objectives and content focus of the course, systematization of students' previous knowledge.</li> <li>2. Formation of social identity in childhood and adolescence.</li> <li>3. Values and value frameworks in education.</li> <li>4. Social norms and educational models as instruments of social correction.</li> <li>5. The influence of family environment on the formation of social identity.</li> <li>6. Influence of school and classroom environment on social identity formation.</li> <li>7. The role of peer groups in the process of social identity formation.</li> <li>8. The role of media and online space in the process of social identity formation.</li> </ol>	

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.

Gubicová, J. Martincová, R. Liberčanová, K., & Šuhajdová, I. (ed.). (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 TU.

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 4

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

**Lecturers:** PhDr. Silvia Ťupeková Dončevová, PhD.

**Last change:** 12.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-590/22	<b>Course title:</b> Teacher Training in English Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> KAA/A-muAN-301/22 English Language Teaching Methodology 1	
<b>Antirequisites:</b> FiF.KAA/A-muAN-590/15	
<b>Course requirements:</b> 60% Observing all 10 lessons & participating in discussions with the mentor teacher 10% Completed observation worksheets 5% Updated EPOSTL (Context & Methodology) 25% Reflection paper <b>Marking scale:</b> A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. All ten (10) observations and sessions with the mentor teacher must be undertaken to pass. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
<b>Learning outcomes:</b> While visiting local schools and observing lessons with a mentor teacher, students do the following: <ol style="list-style-type: none"> <li>1. become familiar with the duties and obligations of being a schoolteacher</li> <li>2. receive pedagogical insight into lesson planning and implementation</li> <li>3. analyze how teachers teach and learners learn</li> <li>4. evaluate and reflect on all aspects of the teaching they observe, i.e., content, delivery, preparedness, classroom management, instructions, etc.</li> <li>5. reflect on what they observe as it relates to their own strengths and weaknesses as a student teacher</li> <li>6. discuss what they have observed with their peers and the mentor teacher, training constructive criticism and feedback skills</li> </ol>	

**Class syllabus:**

Students (in groups of 3 according to their study program) are initiated into the school environment by a mentor teacher at a local lower or upper secondary school.

They observe 10 lessons taught by that mentor teacher (or various teachers at that school).

They receive insight into lesson planning and implementation from the mentor teacher.

They provide feedback on those lessons and discuss what they learn with both the mentor teacher and within their groups.

Each completes an online observation worksheet for each lesson and, after observing all 10 lessons, writes about the experience in a reflection paper.

**Recommended literature:**

All approved course books for teaching English as a foreign language

Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)

Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)

Vnútorý poriadok školy (Policy guidelines of the mentoring school)

KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available: <https://www.minedu.sk/data/att/8032.pdf>

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

NEWBY, D. [online]. EPOSTL - The European Portfolio for Student Teachers of Languages. Council of Europe Publishing: Strasbourg, 2007. Accessed 17 September 2021. Available from: <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/51/language/en-GB/Default.aspx>

STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available: [https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1\\_uniba\\_sk/Edet1FSx5ihBndR7ow28HH4Bku\\_-suPQ9RC-44F0Oj40pw?e=uwoQre](https://liveuniba-my.sharepoint.com/:b:/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre)

**Languages necessary to complete the course:**

Basic Slovak is welcome, English is required.

**Notes:**

Students are not exempt from attending other classes in order to do the lesson observations.

**Past grade distribution**

Total number of evaluated students: 262

A	ABS	B	C	D	E	FX
86,64	0,0	8,02	0,76	1,15	1,91	1,53

**Lecturers:** M. A. Linda Steyne, PhD.

**Last change:** 10.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KAA/A-muAN-591/22	<b>Course title:</b> Teacher Training in English Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Recommended prerequisites:</b> KAA/A-muAN-302/22 English Language Teaching Methodology 2 KAA/A-muAN-590/22 Lesson Observation - Practicum 2	
<b>Antirequisites:</b> FiF.KAA/A-muAN-591/15	
<b>Course requirements:</b> 60% Teaching 10 lessons & receiving input and feedback from the mentor teacher on 5 of those 5% Mentor teachers' evaluation 10% Two lesson plans (the worst and the best from your student teaching) and notes on why 5% Updated EPOSTL (Lesson Planning & Conducting a Lesson) 20% Reflection paper <b>Marking scale:</b> A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. All ten (10) observations and five (5) sessions with the mentor teacher must be undertaken to pass. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
<b>Learning outcomes:</b> By the end of their teaching practicum, students will have done the following: <ol style="list-style-type: none"> <li>1. become more familiar with the duties and obligations of being a schoolteacher</li> <li>2. independently prepared and taught 10 English as a foreign language lessons, following the lead of the mentor teacher and revising each lesson plan as necessary</li> <li>3. received intensive guidance, pedagogical insight, and feedback on their lesson plans and teaching</li> <li>4. evaluated and reflected on all aspects of their teaching experience, i.e., content, delivery, preparedness, classroom management, instructions, etc., including their own strengths and weaknesses as a teacher</li> </ol>	

5. discussed what they have observed with their mentor teacher and their peers, training constructive criticism and feedback skills

**Class syllabus:**

Each student teacher is assigned a mentor teacher at a partner institution where they are introduced to the teaching profession as it is implemented at that institution.

Apart from learning about how the school is run and the everyday responsibilities of a teacher, student teachers are involved in both in-school and extracurricular activities, while preparing lessons plans and teaching 10 lessons under the guidance and watchful eye of their mentor teacher. Pre-lesson, they receive input into what to prepare and then again on what they have prepared. Post-lesson, the mentor teacher provides feedback on all aspects of their teaching (i.e., content, delivery, preparedness, classroom management, instructions, etc.), with suggestions and advice for improvement.

Post practicum, the mentor teacher provides feedback to the instructor via an online questionnaire.

Post practicum, the student teacher submits their lesson plans together with a reflection paper on the experience focusing on their strengths and weaknesses as teachers for evaluation by the instructor.

**Recommended literature:**

All approved course books for teaching English as a foreign language

Inovovaný ŠVP pre 2. stupeň ZŠ (National Curriculum for Primary Schools)

Inovovaný ŠVP pre gymnáziá so štvorročným a päťročným vzdelávacím programom. (National Curriculum for 4- and 5-year Secondary Schools) Available from: <https://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/>.

Školský vzdelávací program cvičnej školy (Curriculum of the mentoring school)

Vnútroň poriadok školy (Internal policy guidelines of the mentoring school)

KOSO VÁ, B. – TOMENGO VÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Available from: <https://www.minedu.sk/data/att/8032.pdf>

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

STEYNE, Linda M. English as a Foreign Language Student Teaching Practicums Handbook [online]. 2021. Available from: [https://liveuniba-my.sharepoint.com/:b/g/personal/steyne1\\_uniba\\_sk/Edet1FSx5ihBndR7ow28HH4Bku\\_-suPQ9RC-44F0Oj40pw?e=uwoQre](https://liveuniba-my.sharepoint.com/:b/g/personal/steyne1_uniba_sk/Edet1FSx5ihBndR7ow28HH4Bku_-suPQ9RC-44F0Oj40pw?e=uwoQre)

**Languages necessary to complete the course:**

Basic Slovak is welcomed, English is required.

**Notes:**

Student teachers are exempt from attending classes for the duration of their teaching practicum.

**Past grade distribution**

Total number of evaluated students: 259

A	ABS	B	C	D	E	FX
94,59	0,0	2,7	1,16	0,0	0,39	1,16

**Lecturers:** M. A. Linda Steyne, PhD.

**Last change:** 10.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNŠ/A-muNE-590/22	<b>Course title:</b> Teacher Training in German Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously): Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting with mandatory participation is held, the content of which is to familiarize with the course of the practice and the conditions for its completion. Completion of 9 visits and the teaching of one lesson or teaching sequence and the completion of analyses at the training school is compulsory. Upon completion of the practicum, students submit a practicum report focusing on selected aspects of the teaching observation, which is handed in to the didactic teacher responsible for the organisation of the practicum. Absences from group visits are only accepted in justified cases with documented evidence and are made up where possible. The student must achieve a minimum success rate of 60%. (b) In the examination period: 100% pass mark. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The exact dates of the practicum and the practicum school will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student will gain the ability to observe German teaching in detail, be able to focus on selected aspects of the observation and produce a practice report. The student is able to reflect on teaching and can ask questions about the observation as part of the analysis. The student is able to prepare a lesson for a specific group/class and teach it adequately. He/she has the ability to carry out a self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.	
<b>Class syllabus:</b> Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 2 teaching practicum experiences in selected practicum schools under the supervision of a practicum	

<p>teacher in groups. The practice includes a visit to 9 lessons and the teaching of one lesson or teaching sequence and a debriefing with the trainee teacher. On completion of the practice placement, the student submits a practice placement report to the didactician responsible for the organisation of the practice placement, focusing on selected aspects of the teaching observation.</p>						
<p><b>Recommended literature:</b>          BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003.          ENDE, K., GROTHJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.          ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.</p>						
<p><b>Languages necessary to complete the course:</b>          German, level C1-C2</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>          Total number of evaluated students: 65</p>						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Monika Šajánková, PhD.</p>						
<p><b>Last change:</b> 28.03.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KGNS/A-muNE-591/22	<b>Course title:</b> Teacher Training in German Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> a) during the teaching part (continuously): before the beginning of the teaching practice at the beginning of the semester, there is an introductory meeting with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. The internship includes 15 hours, of which 10 hours are to be completed by the student and 5 hours are to be spent in an initial interview, preparation consultation and analysis of the lessons with the trainee teacher. After the completion of the practice, the student completes a practice report, which is handed over to the didactic teacher responsible for the organisation of the practice. In the practice report, the student describes in detail one lesson implemented, with detailed preparation and self-reflection. The student must achieve a minimum success rate of 60%. (b) In the examination period: 100% pass mark. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The exact dates of the practicum and the practicum school will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> The student is able to prepare different lessons for a specific group/class, focusing on different didactic objectives. The student is able to test the prepared teaching procedures in practice and to teach individual lessons in an adequate way. Has the ability to carry out self-reflection of his/her teaching, highlighting positive moments and analysing problematic steps.	
<b>Class syllabus:</b> Before the beginning of the teaching practice at the beginning of the semester, an introductory meeting is held at the faculty with compulsory participation, the content of which is familiarization with the course of the practice and the conditions for its completion. Students will complete 3 teaching practicums in selected practicum schools independently under the supervision of a	

<p>practicum teacher. The practice includes 15 hours, of which 10 hours the student will teach independently and 5 hours will be devoted to the initial interview, consultation of the preparation and analysis of the lessons taught with the trainee teacher.</p> <p>Upon completion of the practical placement, the student submits to the didactic teacher responsible for the organisation of the practical placement a report of the practical placement, focusing on selected aspects of the lesson observation.</p>						
<p><b>Recommended literature:</b>          BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003.          ENDE, K., GROTHJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.          ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002.</p>						
<p><b>Languages necessary to complete the course:</b>          German, level C1-C2</p>						
<p><b>Notes:</b></p>						
<p><b>Past grade distribution</b>          Total number of evaluated students: 68</p>						
A	ABS	B	C	D	E	FX
95,59	0,0	2,94	1,47	0,0	0,0	0,0
<p><b>Lecturers:</b> Mgr. Monika Šajánková, PhD.</p>						
<p><b>Last change:</b> 28.03.2022</p>						
<p><b>Approved by:</b></p>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-590/22	<b>Course title:</b> Teacher Training in History 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KVD/A-muHI-590/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Brief course syllabus:

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.

KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.

**Languages necessary to complete the course:**

Slovak, the language of the student's expertise

**Notes:**

**Past grade distribution**

Total number of evaluated students: 216

A	ABS	B	C	D	E	FX
98,15	0,0	0,0	0,0	0,0	0,46	1,39

**Lecturers:** Mgr. Ján Machaj, PhD.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KVD/A-muHI-591/22	<b>Course title:</b> Teacher Training in History 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KVD/A-muHI-591/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements  
 Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school  
 Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.  
 Producing classroom observation records from the teaching mentor's classes  
 Producing class analyses.  
 Production of written preparations for lessons.  
 Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools  
 Updated state education program for the 2nd level of elementary school  
 Updated state education program for grammar schools with four-year and five-year education program  
 School education program of the training school  
 Internal regulations of the school  
 KOSO VÁ, B. – TOMENGO VÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>  
 KRATOCHVIL, Viliam. Metafora stromu ako model didaktiky dejepisu. K predpokladom výučby. Bratislava : Raabe, 2019. ISBN 978-80-8140-365-1.  
 KORTHAGEN, Fred. Jak spojit praxi s teorií: Didaktika realistického vzdělávání učitelů. Brno : Paido, 2011. ISBN 978-80-7315-221-5.

**Languages necessary to complete the course:**

Slovak, the language of the student's expertise

**Notes:**

**Past grade distribution**

Total number of evaluated students: 228

A	ABS	B	C	D	E	FX
95,18	0,0	2,63	0,44	0,44	0,88	0,44

**Lecturers:** Mgr. Ján Machaj, PhD.

**Last change:** 14.05.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-590/22	<b>Course title:</b> Teacher Training in Hungarian Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> </ul>	

- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Brief course syllabus:

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

Recommended literature:

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijsná praktická príprava budúcich učiteľov. Banská

Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Hungarian Language (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 30

A	ABS	B	C	D	E	FX
96,67	0,0	3,33	0,0	0,0	0,0	0,0

**Lecturers:** doc. PhDr. Anikó Dušíková, CSc.

**Last change:** 29.03.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KMJL/A-muMA-591/22	<b>Course title:</b> Teacher Training in Hungarian Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course requirements: Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements  
 Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school  
 Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.  
 Producing classroom observation records from the teaching mentor's classes  
 Producing class analyses.  
 Production of written preparations for lessons.  
 Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

Recommended literature:  
 All official textbooks for elementary schools and high schools  
 Updated state education program for the 2nd level of elementary school  
 Updated state education program for grammar schools with four-year and five-year education program  
 School education program of the training school  
 Internal regulations of the school  
 KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Hungarian Language (C1)

**Notes:**

**Past grade distribution**

Total number of evaluated students: 15

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

**Lecturers:** doc. PhDr. Anikó Dušíková, CSc.

**Last change:** 01.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-590/22	<b>Course title:</b> Teacher Training in Pedagogy 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muPE-590/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio, develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements  
 Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school  
 Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.  
 Producing classroom observation records from the teaching mentor's classes  
 Producing class analyses.  
 Production of written preparations for lessons.  
 Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools  
 Updated state education program for the 2nd level of elementary school  
 Updated state education program for grammar schools with four-year and five-year education program  
 School education program of the training school  
 Internal regulations of the school  
 KOSO VÁ, Beáta – Alena TOMENGOVÁ. Profesi jná praktická príprava budúch učiteľov. Banská Bystrica:  
 Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>  
 ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové: Gaudeamus, 1993. ISBN 80-7041-228-3.  
 VALIŠOVÁ, Alena a František SINGULE a Jaroslav VALENTA, J Didaktika pedagogiky. Praha: UK, 1990.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 19

A	ABS	B	C	D	E	FX
94,74	0,0	0,0	0,0	0,0	0,0	5,26

**Lecturers:** Mgr. Janka Medved'ová, PhD.

**Last change:** 15.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-591/22	<b>Course title:</b> Teacher Training in Pedagogy 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KPg/A-muPE-591/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development, develop their abilities to express and accept effective criticism and praise..

**Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSO VÁ, Beáta – Alena TOMENGOVÁ. Profesi jná praktická príprava budúch učiteľov. Banská Bystrica:

Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

ŠTURMA, Jaroslav. Didaktika pedagogiky. Hradec Králové : Gaudeamus, 1993. ISBN 80-7041-228-3.

VALIŠOVÁ, Alena a Hana KASÍKOVÁ a kol. Pedagogika pro učitele. Praha: Grada, 2007, 402 s. ISBN 8024717344.

**Languages necessary to complete the course:**

slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 22

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

**Lecturers:** Mgr. Janka Medved'ová, PhD.

**Last change:** 15.09.2024

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-590/22	<b>Course title:</b> Teacher Training in Philosophy 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> </ul>	

- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská

Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Slovak, the language of the student's expertise

**Notes:**

**Past grade distribution**

Total number of evaluated students: 73

A	ABS	B	C	D	E	FX
87,67	0,0	4,11	1,37	0,0	0,0	6,85

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 16.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KFDF/A-muFI-591/22	<b>Course title:</b> Teacher Training in Philosophy 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b> FiF.KFDF/A-muFI-590/22 - Teacher Training in Philosophy 2	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training.	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> <li>• deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> </ul>	

- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to self-evaluate and to further improve their professional development,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements  
 Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school  
 Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.  
 Producing classroom observation records from the teaching mentor's classes  
 Producing class analyses.  
 Production of written preparations for lessons.  
 Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools  
 Updated state education program for the 2nd level of elementary school  
 Updated state education program for grammar schools with four-year and five-year education program  
 School education program of the training school  
 Internal regulations of the school  
 KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Slovak, the language of the student's expertise

**Notes:**

**Past grade distribution**

Total number of evaluated students: 78

A	ABS	B	C	D	E	FX
85,9	0,0	12,82	0,0	0,0	0,0	1,28

**Lecturers:** prof. Mgr. Michal Chabada, PhD.

**Last change:** 16.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSJ/A-muSL-590/22	<b>Course title:</b> Teacher Training in Slovak Language and Literature 2
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 2	
<b>Recommended semester:</b> 2.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Antirequisites:</b> FiF.KSJ/A-muSL-590/15	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>• teaching a determined number of lessons</li> <li>• 1-hour long classroom observation,</li> <li>• active participation in the extracurricular activities of the teaching mentor,</li> <li>• student evaluation by the teaching mentor,</li> <li>• evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92 %); B (91-84 %); C (83-76 %); D (75-68 %); E (67-60 %), Fx (59-0 %). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Scale of assessment (preliminary/final): 100 %	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>• develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>• develop their competencies in the pedagogic evaluation of the pupils,</li> <li>• develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>• develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>• gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>• deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</li> </ul>	

- deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school
- develop their abilities to assess the suitability of the educational materials,
- develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,
- gain the competencies related to creating a pedagogical portfolio,
- develop their abilities to express and accept effective criticism and praise.

**Class syllabus:**

Familiarising students with the teacher training requirements

Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school

Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities.

Producing classroom observation records from the teaching mentor's classes

Producing class analyses.

Production of written preparations for lessons.

Producing a teaching diary and submitting it to the Head of Teaching Practice.

**Recommended literature:**

All official textbooks for elementary schools and high schools

Updated state education program for the 2nd level of elementary school

Updated state education program for grammar schools with four-year and five-year education program

School education program of the training school

Internal regulations of the school

KOSOVÁ, B. – TOMENGOVÁ, A.: Profesionálna praktická príprava budúcich učiteľov. Banská Bystrica: Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <https://www.minedu.sk/data/att/8032.pdf>

**Languages necessary to complete the course:**

Slovak

**Notes:**

**Past grade distribution**

Total number of evaluated students: 233

A	ABS	B	C	D	E	FX
87,12	0,0	6,87	1,72	2,58	0,86	0,86

**Lecturers:** Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.

**Last change:** 16.02.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KSLLV/A-muSZ-591/22	<b>Course title:</b> Teacher Training in Slovak Language and Literature 3
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning	
<b>Number of credits:</b> 3	
<b>Recommended semester:</b> 3.	
<b>Educational level:</b> II.	
<b>Prerequisites:</b>	
<b>Course requirements:</b> Course assessment: <ul style="list-style-type: none"> <li>· teaching a determined number of lessons</li> <li>· 1-hour long classroom observation,</li> <li>· active participation in the extracurricular activities of the teaching mentor,</li> <li>· student evaluation by the teaching mentor,</li> <li>· evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor</li> </ul> Grade percentage: A (100-92%); B (91-84%); C (83-76%); D (75-68%); E (67-60%), Fx (59-0%). Not following the set deadlines and the supervisor's instructions may be punished by lowering the grade or not receiving the credits for teacher training. Violation of academic ethics results in the cancellation of earned points in the relevant item. Scale of assessment (preliminary/final): 100/0	
<b>Learning outcomes:</b> After completing the course, the student will: <ul style="list-style-type: none"> <li>· develop their professional competencies necessary for their independent planning, projecting, management, and organisation of the educational process in the relevant subject based on the valid curricular documents while adapting the educational program to specific groups of pupils,</li> <li>· develop their competencies in the pedagogic evaluation of the pupils,</li> <li>· develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process,</li> <li>· develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them,</li> <li>· gain practical experience in identification of psychological and social factors of the pupil's learning,</li> <li>· deepen their knowledge about the differences in children's development that result from their health and social disadvantages or talent, so that they can effectively cooperate with</li> </ul>	

<p>the special educators, psychologists, and other professionals during the inclusive educational process, and follow their professional recommendations and findings,</p> <ul style="list-style-type: none"> <li>· deepen their knowledge in the laws of general application pertaining to teacher's job, pedagogical and other documenting, conceptual, and strategic documents of the school</li> <li>· develop their abilities to assess the suitability of the educational materials,</li> <li>· develop their communication and presentation skills, abilities to cooperate with their colleagues, parents, community, etc.,</li> <li>· gain the competencies related to creating a pedagogical portfolio,</li> <li>· develop their abilities to self-evaluate and to further improve their professional development,</li> <li>· develop their abilities to express and accept effective criticism and praise.</li> </ul>														
<p><b>Class syllabus:</b>  Familiarising students with the teacher training requirements  Familiarising students with the pedagogical documentation, conceptual and strategic documents of the training school Participation in classes within the scope of the trainee teacher's full-time duties and extracurricular activities. Producing classroom observation records from the teaching mentor's classes Producing class analyses. Production of written preparations for lessons. Producing a teaching diary and submitting it to the Head of Teaching Practice.</p>														
<p><b>Recommended literature:</b>  All official textbooks for elementary schools and high schools  Updated state education program for the 2nd level of elementary school  Updated state education program for grammar schools with four-year and five-year education program  School education program of the training school  Internal regulations of the school  KOSO VÁ, B. – TOMENGOVÁ, A.: Profesi jná praktická príprava budúch učiteľov. Banská Bystrica:  Belianum, 2015, ISBN 978-80-557-0860-7. Dostupné na: <a href="https://www.minedu.sk/data/att/8032.pdf">https://www.minedu.sk/data/att/8032.pdf</a></p>														
<p><b>Languages necessary to complete the course:</b>  Slovak, the language of the relevant language approbation</p>														
<p><b>Notes:</b></p>														
<p><b>Past grade distribution</b>  Total number of evaluated students: 251</p> <table border="1"> <thead> <tr> <th>A</th> <th>ABS</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>83,27</td> <td>0,0</td> <td>12,35</td> <td>3,19</td> <td>0,8</td> <td>0,0</td> <td>0,4</td> </tr> </tbody> </table>	A	ABS	B	C	D	E	FX	83,27	0,0	12,35	3,19	0,8	0,0	0,4
A	ABS	B	C	D	E	FX								
83,27	0,0	12,35	3,19	0,8	0,0	0,4								
<p><b>Lecturers:</b> Mgr. Katarína Muziková, PhD., Mgr. Matej Masaryk, PhD.</p>														
<p><b>Last change:</b> 29.06.2022</p>														
<p><b>Approved by:</b></p>														

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> PriF.KDPP/N-mUXX-104/22			<b>Course title:</b> Teaching Practice 2 (B)			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 158						
A	ABS	B	C	D	E	FX
65,19	0,0	23,42	8,23	1,27	1,27	0,63
<b>Lecturers:</b> prof. RNDr. Miroslav Prokša, CSc., doc. RNDr. PaedDr. Zuzana Haláková, PhD., doc. PaedDr. Elena Čipková, PhD., PhDr. Michael Fuchs, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., doc. PaedDr. Anna Drozdíková, PhD., M. A. Linda Steyne, PhD., Mgr. Monika Šajánková, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> PriF.KDPP/N-mUXX-114/22			<b>Course title:</b> Teaching Practice 3 (B)			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 215						
A	ABS	B	C	D	E	FX
68,84	0,0	21,4	6,05	1,86	1,86	0,0
<b>Lecturers:</b> doc. PaedDr. Elena Čipková, PhD., doc. RNDr. Štefan Karolčík, PhD., RNDr. Peter Likavský, CSc., RNDr. Henrieta Mázorová, PhD., prof. RNDr. Miroslav Prokša, CSc., doc. PaedDr. Anna Drozdíková, PhD., RNDr. Hubert Žarnovičan, PhD., PhD. Michael Fuchs, PhD., Mgr. Lenka Šikulínková, PhD., M. A. Linda Steyne, PhD., Mgr. Monika Šajánková, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FMFL.KDMFI+KAG/2- UXX-854/22			<b>Course title:</b> Teaching Practice A (3)			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 15d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 3						
<b>Recommended semester:</b> 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 72						
A	ABS	B	C	D	E	FX
97,22	0,0	2,78	0,0	0,0	0,0	0,0
<b>Lecturers:</b> RNDr. Michal Winczer, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD., RNDr. Jana Chalmovianská, PhD., M. A. Linda Steyne, PhD., PaedDr. Mgr. Natália Kováčová, PhD., doc. PaedDr. Janka Peráčková, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FMFL.KDMFI+KAG/2- UXX-852/22			<b>Course title:</b> Teaching Practice B (2)			
<b>Educational activities:</b> <b>Type of activities:</b> practice <b>Number of hours:</b> <b>per week: per level/semester:</b> 10d <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 2.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 60						
A	ABS	B	C	D	E	FX
98,33	0,0	0,0	1,67	0,0	0,0	0,0
<b>Lecturers:</b> RNDr. Michal Winczer, PhD., PaedDr. Peter Horváth, PhD., Mgr. Michaela Vargová, PhD., RNDr. Jana Chalmovianská, PhD., M. A. Linda Steyne, PhD., PaedDr. Mgr. Natália Kováčová, PhD.						
<b>Last change:</b> 22.08.2022						
<b>Approved by:</b>						

## STATE EXAM DESCRIPTION

<b>Academic year:</b> 2025/2026	
<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Arts	
<b>Course ID:</b> FiF.KPg/A-muPE-595/22	<b>Course title:</b> Thesis defence (state examination subject)
<b>Number of credits:</b> 10	
<b>Educational level:</b> II.	
<b>Antirequisites:</b> FiF.KPg/A-muPE-595/15	
<p><b>Course requirements:</b></p> <p>The student must submit the master's thesis within the deadline specified in the schedule of the current academic year for the relevant date of the state exam. The master's thesis is submitted in electronic form via AIS. The work must meet the parameters determined by the internal quality system of Comenius University. The provisions of Article 14 of Internal Regulation no. 5/2020 (Study Regulations of the Faculty of Arts of Comenius University) apply to the evaluation of the master's thesis.</p> <p>The supervisor of the final thesis and its opponent will prepare evaluations of the master's thesis and propose a grade in the A-FX grading scale, which the student receives a minimum of three working days before the defence.</p> <p>Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A</p> <p>Master's thesis evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. The contribution of the master's thesis, the fulfilment of the objectives of the thesis in its assignment, and the requirements for the content of the master's thesis given by the internal quality system of Comenius University. It is assessed whether the student has worked on the chosen topic at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. Demonstration of the ability to work creatively in the study program is evaluated and the degree of demonstration of knowledge and understanding of the diploma thesis is reflected.</li> <li>2. Originality of the work (master's thesis must not be plagiarized, must not infringe the copyrights of other authors); the documentation for the defence of the master's thesis also includes protocols of originality from the CRZP and Theses systems, to the results of which the thesis supervisor and the opponent express their opinions in their evaluations.</li> <li>3. Correctness and accuracy of citation of used information sources, research results of other authors and group authors, correctness of the description of methods and working procedures of other authors or group authors.</li> <li>4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University.</li> <li>5. Respecting the recommended length of the master's thesis (the recommended length of the master's thesis is usually 50 – 70 standard pages = 90,000 to 126,000 characters, including spaces), the adequacy of the length of the thesis is assessed by the thesis supervisor.</li> <li>6. Linguistic and stylistic level of work and formal adjustments.</li> </ol> <p>The student orally presents the content, achieved goals, and conclusions of the master's thesis, and answers the questions and comments of the thesis supervisor, opponent, or members of the examination committee. The committee will comprehensively evaluate the quality of the master's thesis, assess the method and form of defence, and the student's ability to adequately respond</p>	

to comments and questions from the evaluations of the thesis supervisor and the opponent. The student receives their final grade based on the average of the assessment of the thesis supervisor and opponent from their evaluations, and the assessment of the examination committee.  
Scale of assessment (preliminary/final): 0/100

**Learning outcomes:**

The student has mastered the basic requirements of writing a scientific text in compliance with the rules of academic ethics. The student knows the methods used in the field of study, is able to work on the chosen topic of the master's thesis at the level of scientific study, with a representative selection of scientific literature, with appropriately chosen scientific procedures and hypotheses that can be verified. After a successful defence of the master's thesis, the student is able to design, implement, critically reflect, and justify his research intention. The student understands the context of the problem, can clearly define research conclusions, state his positions, and make recommendations. He can respond argumentatively and flexibly to questions about the research topic, its methodology, and its conclusions.

**Class syllabus:**

1. The student presents the master's thesis in front of the committee for state exams, the opponent of the bachelor's thesis, and those present.
2. The student responds to the evaluations – comments and questions.
3. The student responds to the questions of the committee for state exams or the questions in a broader debate.

**State exam syllabus:**

**Recommended literature:**

LICHNEROVÁ, Lucia. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2021-10-10]. Available at: [http://stella.uniba.sk/texty/LL\\_pisanie\\_obhajoba\\_zaverecne\\_prace.pdf](http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf)  
Vnútorý predpis č. 5/2020 [online]. Univerzita Komenského v Bratislave, 2015 [cit. 2021-10-10]. Available at: [https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a\\_Studijny\\_poriadok\\_FiF\\_UK.pdf](https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf)  
Záverečné práce [online]. Univerzita Komenského v Bratislave, Filozofická fakulta, 2020 [cit. 2021-09-09]. Available at: [https://fphil.uniba.sk/studium/student/bakalarske-amagisterske\\_studium/zaverecne-prace/](https://fphil.uniba.sk/studium/student/bakalarske-amagisterske_studium/zaverecne-prace/)  
Further literature according to the topic of the master's thesis.

**Languages necessary to complete the course:**

Slovak

**Last change:** 08.04.2022

**Approved by:**

## COURSE DESCRIPTION

<b>Academic year:</b> 2025/2026						
<b>University:</b> Comenius University Bratislava						
<b>Faculty:</b> Faculty of Arts						
<b>Course ID:</b> FiF.KPs/A-muSZ-128/00			<b>Course title:</b> Training in Social Skills for Teachers			
<b>Educational activities:</b> <b>Type of activities:</b> seminar <b>Number of hours:</b> <b>per week:</b> 2 <b>per level/semester:</b> 28 <b>Form of the course:</b> on-site learning						
<b>Number of credits:</b> 2						
<b>Recommended semester:</b> 1., 3.						
<b>Educational level:</b> II.						
<b>Prerequisites:</b>						
<b>Course requirements:</b>						
<b>Learning outcomes:</b>						
<b>Class syllabus:</b>						
<b>Recommended literature:</b>						
<b>Languages necessary to complete the course:</b>						
<b>Notes:</b>						
<b>Past grade distribution</b> Total number of evaluated students: 121						
A	ABS	B	C	D	E	FX
97,52	0,0	0,0	0,83	0,0	0,0	1,65
<b>Lecturers:</b> PhDr. Gabriela Herényiová, CSc.						
<b>Last change:</b> 02.02.2022						
<b>Approved by:</b>						