

Course descriptions

TABLE OF CONTENTS

1. A-muSZ-120/00	Alternative Schools.....	3
2. A-muPE-596/24	Child as a violence victim.....	5
3. mPTNE-030/25	Corpus Linguistics for Translators.....	7
4. A-moCJ-101/22	Creative Writing for Teachers 1.....	8
5. A-moCJ-102/22	Creative Writing for Teachers 2.....	10
6. A-moGE-250/21	Cross-Cultural Management.....	12
7. A-muSZ-001/22	Diagnosing in Pedagogy.....	14
8. A-muPE-043/24	Didactics of pedagogy.....	16
9. A-muPE-992/24	Didactics of pedagogy (state exam).....	18
10. 2-UXX-991/22	Diploma Thesis Defense (state exam).....	21
11. 2-UXX-939/22	Diploma Thesis Seminar.....	23
12. A-moGE-207/21	Dutch Language and Culture 1.....	25
13. A-moGE-208/21	Dutch Language and Culture 2.....	27
14. A-muPE-594/24	Educational guidance.....	29
15. A-muPE-065/24	Family and parenthood.....	31
16. A-muPE-046/24	Foundations of school legislature.....	34
17. A-muSZ-150/22	Gender aspects of education and socialization.....	36
18. A-moGE-114/21	German Language and Culture in Slovakia.....	39
19. mUNE-015/15	German Language and Literature (state exam).....	41
20. mUNE-016/15	German Language and Literature Methodology (state exam).....	43
21. mUNE-007/15	German Phraseology.....	44
22. mUNE-001/15	German as a Foreign Language Methodology.....	46
23. A-moGE-112/21	Germanic and Cultural Studies.....	48
24. mUNE-030/22	History of German language.....	49
25. bGER-033-1/15	History of Periodicals Written in German.....	51
26. A-moIS-244/22	Information Literacy in Education.....	52
27. A-muPE-597/24	Inquiry strategies in education.....	55
28. A-moGE-100/21	Intellectual History of German Speaking Countries.....	57
29. mPTNE-006/15	Literary Translation 1.....	59
30. bGER-036-1/15	Literature and Film.....	61
31. A-muAN-595/22	Master's Degree Thesis Defence (state exam).....	62
32. A-muFI-595/22	Master's Degree Thesis Defence (state exam).....	65
33. A-muHI-595/22	Master's Degree Thesis Defence (state exam).....	67
34. A-muMA-595/22	Master's Degree Thesis Defence (state exam).....	69
35. A-muNE-595/22	Master's Degree Thesis Defence (state exam).....	71
36. A-muSL-595/22	Master's Degree Thesis Defence (state exam).....	73
37. A-muAN-592/22	Master's Degree Thesis Seminar.....	75
38. A-muFI-592/22	Master's Degree Thesis Seminar.....	77
39. A-muHI-592/22	Master's Degree Thesis Seminar.....	79
40. A-muNE-592/22	Master's Degree Thesis Seminar.....	81
41. A-muPE-592/24	Master's Degree Thesis Seminar.....	83
42. A-muPE-592/22	Master's Degree Thesis Seminar.....	85
43. A-muSL-350/22	Master's Degree Thesis Seminar.....	87
44. A-muMA-592/22	Master's Degree Thesis seminar.....	89
45. N-mOBH-101/22	Master's Thesis Defence (state exam).....	91
46. N-mUXX-102/22	Master's Thesis Seminar.....	92
47. A-moZU-153/22	Media Literacy.....	93

48. mUNE-006/15 Media in Teaching German Language.....	95
49. A-muSZ-002/22 Methodology of Pedagogical Research.....	97
50. A-muPE-593/24 Methodology of educational sciences.....	100
51. m-NE-556/17 Modern Swiss Literature.....	102
52. A-moGE-121/21 Multilingualism.....	104
53. moge-55/23 Norwegian contemporary film.....	106
54. A-AmuSL-53/22 Pedagogical Rhetoric.....	108
55. A-muPE-599/24 Pedagogical prevention of addictions.....	110
56. A-muPE-991/24 Pedagogy (state exam).....	112
57. A-muSZ-003/22 Philosophical Aspects of Education.....	117
58. A-moGE-136/21 Political realities of German-speaking countries.....	119
59. mUNE-004/15 Preparing and Analysing Lessons.....	121
60. MPTNE-65/20 Professional Consecutive Interpreting.....	123
61. A-moGE-110/21 Regional Project.....	125
62. A-moGE-135/21 Rhetoric for Students of Germanic Studies.....	127
63. mNE-2111/17 Selected Aspects in Lexicology.....	129
64. A-muSZ-129/17 Selected Issues from Social Pedagogy in Schools.....	131
65. A-mNE-107/15 Selected Works from the Modern Austrian Literature 1.....	133
66. A-mNE-108/15 Selected Works from the Modern Austrian Literature 2.....	135
67. A-mNE-105/15 Selected Works from the Modern German Literature 1.....	137
68. A-mNE-106/15 Selected Works from the Modern German Literature 2.....	139
69. mUNE-014/15 Selected Works from the Old German Literature.....	141
70. A-mpNE-004/00 Simultaneous Interpreting 1.....	143
71. A-mpNE-005/00 Simultaneous Interpreting 2.....	145
72. A-AmoSO-30/22 Sociology of Childhood and Youth.....	147
73. A-muPE-598/24 Some problems in youth socialisation.....	149
74. A-muAN-590/22 Teacher Training in English Language and Literature 2.....	151
75. A-muAN-591/22 Teacher Training in English Language and Literature 3.....	153
76. A-muNE-590/22 Teacher Training in German Language and Literature 2.....	155
77. A-muNE-591/22 Teacher Training in German Language and Literature 3.....	157
78. A-muHI-590/22 Teacher Training in History 2.....	159
79. A-muHI-591/22 Teacher Training in History 3.....	161
80. A-muMA-590/22 Teacher Training in Hungarian Language and Literature 2.....	163
81. A-muMA-591/22 Teacher Training in Hungarian Language and Literature 3.....	165
82. A-muPE-590/22 Teacher Training in Pedagogy 2.....	167
83. A-muPE-591/22 Teacher Training in Pedagogy 3.....	169
84. A-muFI-590/22 Teacher Training in Philosophy 2.....	171
85. A-muFI-591/22 Teacher Training in Philosophy 3.....	173
86. A-muSL-590/22 Teacher Training in Slovak Language and Literature 2.....	175
87. A-muSZ-591/22 Teacher Training in Slovak Language and Literature 3.....	177
88. N-mUXX-104/22 Teaching Practice 2 (B).....	179
89. N-mUXX-114/22 Teaching Practice 3 (B).....	180
90. 2-UXX-854/22 Teaching Practice A (3).....	181
91. 2-UXX-852/22 Teaching Practice B (2).....	182
92. A-muPE-595/22 Thesis defence (state examination subject) (state exam).....	183
93. mNE-111/25 Time-Space, Subject, Text.....	185
94. A-muSZ-128/00 Training in Social Skills for Teachers.....	188
95. mNE-352/20 Training in Teaching German Language.....	189
96. A-MNE-001/23 Lúbostná lyrika a rodová problematika.....	191

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-120/00	Course title: Alternative Schools
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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.ncce.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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-596/24	Course title: Child as a violence victim
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Report and written test. Continuous assessment during the teaching part: 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	
Learning outcomes: The student will acquire professional terminology, fundamental knowledge in the field of victimology, understand the causes of violence perpetrated against children and become familiar with the classifications of risk factors for the occurrence of violence and the classifications of types of violence. He will be able to use the mentioned knowledge and skills in further education and also in the practical level of primary, secondary and tertiary prevention of violence against children and in families.	
Class syllabus: 1. Victims of violence. The personality of the victim. Helping victims of crime. Prevention of victimization. 2. Violence committed in families. Domestic violence. Forms of psychological and physical domestic violence. Help for victims of domestic violence. 3. Children as victims of violence. Legal protection of the child. Child abuse in the past. The most common forms of violence against children and youth. 4. Tortured, abused and neglected child - CAN syndrome. Incidence of violence against children and youth. 5. Risk factors for violence against children. Risky child. Risky offender. Risky family. Risky situations.	

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

Recommended literature:

Fedor, M. (2019). Týrané, zneužívané a zanedbávané dieťa. Bratislava: Osveta.

Janošová, P. et. al. (2016). Psychologie školní šikany. Praha: Grada.

Mydlíková, E. (2018). Posudzovanie sociálnej rizikovosti rodiny. Trnava: Typi Universitatis Tyrnaviensis.

Mydlíková, E. (ed.). 2021. Diagnostika syndromu týraného, zneužívaného a zanedbávaného dieťa. Praha: Portál.

Sejčová, Ľ. (2010). Dieťa ako obeť násilia. Bratislava: Album.

Sejčová, Ľ. (2021). Šikanovanie a kyberšikanovanie v škole. [elektronický dokument]. Bratislava: Univerzita Komenského. http://stella.uniba.sk/texty/FIF_LS_sikanovanie.pdf

Languages necessary to complete the course:

Slovak, 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

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KGNŠ/mPTNE-030/25			Course title: Corpus Linguistics for Translators			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 4						
Recommended semester: 2., 4.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature: ŠIMKOVÁ, M. # GAJDOŠOVÁ, K. # KMEŤOVÁ, B. # DEBNÁR, M.: Slovenský národný korpus. Texty, anotácie, vyhľadávania. Bratislava: Jazykovedný ústav Ľ. Štúra SAV / Mikula 2017. ŠIMKOVÁ, M. # GAJDOŠOVÁ, K.: Slovenský národný korpus. Používanie, príklady, postupy. Bratislava: Jazykovedný ústav Ľ. Štúra SAV / Mikula 2020.						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Miroslav Zumrík, PhD.						
Last change: 22.05.2025						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-moCJ-101/22	Course title: Creative Writing for Teachers 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KJ/A-moCJ-101/12	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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

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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KJ/A-moCJ-102/22	Course title: Creative Writing for Teachers 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KJ/A-moCJ-102/13	
Course requirements: 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	
Learning outcomes: 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: - have mastered some procedures improving writing, literary and creative competencies; - are able to critically reflect on the creative process and creative products; - are able to reduce texts to an absolutely essential minimum ; - use various techniques of reception and creation of shorter texts.	
Class syllabus: 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 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-250/21	Course title: Cross-Cultural Management
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: (a) during the teaching part (continuously) active work in lessons (30 points) (b) In the examination period: presentation on a selected topic e.g.: taboos, conflicts in work and communication (70 marks). A minimum of 10 points in the intermediate assessment is required for admission to the examination. Violation of academic ethics will result in the cancellation of the points obtained in the relevant item in the case of a particular grade. Grading scale: 100-90: A 89-80: B 79-72: C 71-66: D 65-60: E 59-0: FX The instructor will accept a maximum of 2 absences with documentation. The dates of the exams will be published via AIS no later than the last week of the teaching period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: Successful completion of this course will provide students with a basic overview of the fundamental principles of intercultural management. They will understand the dimensions of culture according to Geert Hofstede. By completing the course, students will gain a basic overview of intercultural differences between countries, learn about different forms of verbal and non-verbal communication, and should acquire appropriate communication skills in a multicultural environment. Based on intercultural training and rehearsal of model situations, they are able to resolve conflicts in a multicultural team using appropriate communication skills and other soft skills.	
Class syllabus: 1. Introduction – intercultural management, intercultural competence and intercultural communication 2. Hofstede's dimensions in intercultural management 3. Clash of different cultures, corporate culture, cultural transfer strategies in intercultural management 4. Soft skills in intercultural management - cultural differences in communication (norms, conventions, stereotypes, prejudices, clichés) 5. Verbal communication: workplace etiquette, euphemisms 6. Non-verbal communication and body language 7. Communication in the workplace, global teams 8. Workplace misunderstandings related to multiculturalism and language barriers	

9. Taboos and possible forms of conflict in the workplace and in communication 10. Solving case studies, practicing model situations 11. Processes of cultural adaptation, intercultural training, intercultural competence model 12. The path to successful intercultural communication						
Recommended literature: MILOŠOVIČOVÁ, Petra. Zdroje synergických efektů v interkulturním managementu. Praha : Wolters Kluwer ČR, a. s. 2019. ISBN 978-80-7598-663-4 MILOŠOVIČOVÁ, Petra. Interkulturelles Management. Praha : Wolters Kluwer ČR, a. s. 2019. ISBN 978-80-7598-365-7 RAKŠANYIOVÁ, Jana. Preklad ako interkulturná komunikácia. Bratislava 2005. ISBN 8089137091. EISMANN, V.: Erfolgreich in der interkulturellen Kommunikation. Berlin 2007. ISBN 978-3-06-020266-9. SONDERMANN, M.: Lokales Denken, globales Handeln. Interkulturelle Zusammenarbeit und globales Management. Deutscher Taschenbuchverlag 2011. ISBN 9783423508070. Current internet sources Students will be introduced to additional literature during the course.						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 16						
A	ABS	B	C	D	E	FX
93,75	0,0	0,0	6,25	0,0	0,0	0,0
Lecturers: Mgr. Benjamin Bossaert, PhD.						
Last change: 23.05.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-001/22	Course title: Diagnosing in Pedagogy
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-muSZ-001/15	
Course requirements: 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	
Learning outcomes: 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).	
Class syllabus: 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.	
Recommended literature: 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: http://www.e-metodologia.fedu.uniba.sk/ 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-043/24	Course title: Didactics of pedagogy
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-992/24	Course title: Didactics of pedagogy
Number of credits: 3	
Educational level: II.	
Course requirements: 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. 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. 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. 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 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. 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. Scale of assessment (preliminary/final): 0/100	
Learning outcomes: A student who passes the state exam comprehensively manages the issues of the state exam in the context of the set areas. He has theoretical and practical knowledge based on the current state of knowledge 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	

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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FMFI.KAG+KDMFI/2- UXX-991/22	Course title: Diploma Thesis Defense
Number of credits: 10	
Educational level: II.	
Course requirements: Examination: state examination Indicative assessment scale: A 90%, B 80%, C 70%, D 60%, E 50% Scale of assessment (preliminary/final): 0/100	
Learning outcomes: 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.	
Class syllabus: 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.	
State exam syllabus:	
Recommended literature: According to the topic of the master thesis.	
Languages necessary to complete the course:	

Slovak, English
Last change: 22.06.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FMFLKDMFI+KAG/2- UXX-939/22	Course title: Diploma Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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).	
Recommended literature: 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.	
Languages necessary to complete the course: Slovak, English	
Notes:	

Past grade distribution						
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
Lecturers: 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.						
Last change: 22.08.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-207/21	Course title: Dutch Language and Culture 1
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The student takes tests throughout the semester aimed at assessing receptive competence based on the thematic units of the textbook, followed by a comprehensive written examination at the end of the semester. The student is required to achieve a minimum success rate of 60% in all components of the assessment.	
Learning outcomes: The aim of this course is to introduce participants with no prior knowledge of Dutch to a method for acquiring receptive language competence that enables an acceptable level of text comprehension. The objective of the introductory course is to develop language competence at the A1 level of the Common European Framework of Reference for Languages, with a particular focus on receptive skills in Dutch, as well as translation and interpreting competence from Dutch as the source language into Slovak. The target audience consists of students—particularly those with knowledge of English and German and/or Scandinavian languages—who are interested and motivated to work with Dutch and Dutch-language sources, such as selected chapters from Dutch and Flemish press, academic publications, or archival materials from the Netherlands, as well as texts intended for translation and interpreting from Dutch.	
Class syllabus: Work with the textbook is supplemented by current texts and audiovisual materials. Real-life language communication situations are simulated. Basic translation and interpreting exercises are included.	
Recommended literature: The primary didactic method is Dutch for Reading Knowledge (C. Van Baalen et al., John Benjamins), which begins with texts on architecture and design, secularization and social security, migration, water management, postcolonialism in the Netherlands, the Dutch Golden Age, and related topics. Each chapter contains three core texts drawn from journals, newspapers, or online sources.	
Languages necessary to complete the course:	

To complete the course, a receptive knowledge of English at the B1 level and native-level proficiency in Slovak are required.

Notes:

The course is not intended for students of Dutch translation studies.

Past grade distribution

Total number of evaluated students: 10

A	ABS	B	C	D	E	FX
30,0	0,0	10,0	30,0	20,0	10,0	0,0

Lecturers: Naomi Buijs

Last change: 12.09.2025

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/A-moGE-208/21	Course title: Dutch Language and Culture 2
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: The student takes tests throughout the semester aimed at assessing receptive competence based on the thematic units of the textbook, followed by a comprehensive written examination at the end of the semester. The student is required to achieve a minimum success rate of 60% in all components of the assessment. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The aim of this course is to introduce participants with no prior knowledge of Dutch to a method for acquiring receptive language competence that enables an acceptable level of text comprehension. The objective of the introductory course is to develop language competence at the A1 level of the Common European Framework of Reference for Languages, with a particular focus on receptive skills in Dutch, as well as translation and interpreting competence from Dutch as the source language into Slovak. The target audience consists of students—particularly those with knowledge of English and German and/or Scandinavian languages—who are interested and motivated to work with Dutch and Dutch-language sources, such as selected chapters from Dutch and Flemish press, academic publications, or archival materials from the Netherlands, as well as texts intended for translation and interpreting from Dutch.	
Class syllabus: Work with the textbook is supplemented by current texts and audiovisual materials. Real-life language communication situations are simulated. Basic translation and interpreting exercises are included.	
Recommended literature: The primary didactic method is Dutch for Reading Knowledge (C. Van Baalen et al., John Benjamins), which begins with texts on architecture and design, secularization and social security, migration, water management, postcolonialism in the Netherlands, the Dutch Golden Age, and related topics. Each chapter contains three core texts drawn from journals, newspapers, or online sources.	
Languages necessary to complete the course:	

To complete the course, a receptive knowledge of English at the B1 level and native-level proficiency in Slovak are required.

Notes:

Past grade distribution

Total number of evaluated students: 3

A	ABS	B	C	D	E	FX
66,67	0,0	33,33	0,0	0,0	0,0	0,0

Lecturers: Naomi Buijs

Last change: 12.09.2025

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-594/24	Course title: Educational guidance
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: report; test, oral exam Continuous assessment during the teaching part: report on a selected topic from the subject matter (30 points), during the 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	
Learning outcomes: Students will learn basic counseling theories, innovative approaches and counseling techniques. They will get a theoretical overview of the ways and models of counseling with an emphasis on their application in school practice, in the implementation of pedagogical counseling. Students will gain knowledge on the implementation of counseling activities, the diagnosis of the pupil's personality and the implementation of effective intervention in order to solve the client's problem (pupil, family, school).	
Class syllabus: 1. Characteristics of consulting and consulting activities. 2. Counseling courses and schools with founding importance for the development of counseling 3. Concepts of development counseling, educational and educational-formative concepts. 4. Advisory process and communication in the advisory process. 5. Telephone consultation. Written consultation and advice in magazines and on the Internet. Personal consultation. 6. Diagnostic methods of working with the client. 7. Intervention methods of counseling work with the client. Individual consultation methods. Methods of group counseling. Methods of couple and family counseling. 8. System of professional guidance in education.	

9. Origin and development of educational and psychological counseling.
10. Educational counseling and prevention school facilities.
11. Content of the advisory activity of the educational advisor and social pedagogue within the activity of school support teams.
12. Practical exercises from pedagogical counseling, solving model counseling situations.

Recommended literature:

Jarábek, K., & Koštrnová, D. (2014). Výchovní poradca [online]. Bratislava: Metodicko-pedagogické centrum. Dostupné na: https://archiv.mpc-edu.sk/sites/default/files/publikacie/jarabek_kostrnova_vychovny_poradca_web.pdf

Knotová, D. a kol. (2014). Školní poradenství. Praha: Grada Publishing.

Krnáčová, Z., & Križo, V. (2021). Multidisciplinárny prístup v školách: Školský podporný tím [online]. Národný projekt ŠTANDARDY, VÚDPaP. Dostupné na: <https://vudpap.sk/wp-content/uploads/2022/06/Multidisciplinarny-pristup-v-skolach-Skolsky-podporny-tim-v1.03.pdf>

Kunčáková, S. (2021). Manuál začínajúceho sociálneho pedagóga v škole. Bratislava: VÚDPaP. Dostupné na: https://vudpap.sk/wp-content/uploads/2021/10/Manual-zacinajuceho-soc.ped_.v1.02.pdf

Sejčová, Ľ. (2018). Edukačné poradenstvo a perspektívy jeho rozvoja. Perspektívy rozvoja pedagogiky a andragogiky v Slovenskej republike a v krajinách strednej Európy [elektronický dokument]. Bratislava: Univerzita Komenského v Bratislave, 122-131.

Sejčová, Ľ. (2011). Pedagogicko-psychologické poradenstvo a poradenský proces. Bratislava: Vydav. UK.

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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-065/24	Course title: Family and parenthood
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the course, students will: - Write an essay on a topic of their choice (max. 30 points). - Prepare solutions for educational situations (max. 30 points). - Complete a final knowledge test (max. 40 points). GRADING: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). To successfully pass the course, a minimum success threshold of 60% is required. The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: After successfully completing the course, students will be able to: - identify the role of the family in contemporary society, - define and explain the concept of parenthood in their own words, - gain an overview of current theoretical and empirical approaches to parenthood, - evaluate the consequences of different parenting styles and parental actions, - recognize factors that influence child-rearing in the family, - apply pedagogical principles to solve educational situations, - understand the relationship between family and school and explain the role of parents in relation to school.	
Class syllabus:	

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

Recommended literature:

- Dreikurs, R., & Soltzová, V. (2012). *Deti ako výzva*. Adlerovská psychoterapeutická spoločnosť.
- Gavora, P., Dvorská, D., & Medveďová, J. (2024). *Rodičovstvo s deťmi do 3 rokov: Teória a výskum*. Vydavateľstvo Univerzity Komenského v Bratislave.
- Helus, Z. (2004). *Dítě v osobnostním pojetí*. Portál.
- Leman, K. (2016). *Sourozenecké konstelace*. Portál.
- 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.

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-046/24	Course title: Foundations of school legislature
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The student will receive an assessment for: a) continuous evaluation: active participation, continuous assignments, processing of the selected topic (50 points), b) final evaluation: presentation of the selected topic (50 points). Classification scale: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). A minimum of 60% is required for successful completion of the course. Absences are taken into account according to the Study Regulations of the Comenius University in Bratislava, Faculty of Arts (https://uniba.sk/fileadmin/ruk/as/2020/20200527/04a_Studijny_poriadok_FiF_UK.pdf). Violation of academic ethics may result in the cancellation of the points earned in the respective course assessment item. The exact date of the interim evaluation will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: After completing the course, the student has knowledge of the basic legislative documents governing education and training in Slovakia. The student is able to find a legal solution to a specific situation.	
Class syllabus: 1. Thematic definition of terms: law, amendment, decree. The process of creating laws, decrees and other documents creating a legislative framework for education and training - how to read the law. 2. Historical excursion into the most important historical legislative documents related to education (Ratio educationis, Hungarian Education Act 38/1868, Small Education Act 1922...) 3. The system of schools and the educational system from the point of view of school legislation 4. State educational program in the context of school legislation 5. The teacher from the point of view of school legislation 6. Professional development and career stages of the teacher 7. Law no. 245/2008 Coll. as amended	

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

Recommended literature:

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

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

Zákon č. 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

* 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPA/A-muSZ-150/22	Course title: Gender aspects of education and socialization
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: (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	
Learning outcomes: Students can: - grasp the basic paradigm of gender studies and its overlap with other social science disciplines (pedagogy, psychology, sociology, social pathology), - understand the basic structure, terminology and subject of interest of gender studies, - 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, - take a critical-analytical stance towards gender-determined social problems, - apply knowledge of gender aspects of education and socialisation in different social settings - family, school, school-type institutions, community and regional settings,	

- 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 podrývanie 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:

Past grade distribution						
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
Lecturers: PhDr. Silvia Ťupeková Dončevová, PhD.						
Last change: 26.04.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-114/21	Course title: German Language and Culture in Slovakia
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in classes, detailed knowledge of the prescribed texts for each class, preparation of a report and its written elaboration in the form of a seminar paper of 8 to 10 pages. At least 60% of the total score is required for successful completion of the course. Scale of assessment (preliminary/final): iterim/final evaluation: 0/100	
Learning outcomes: The lecture focuses on the history of German language and culture in Slovakia from the Middle Ages to the present. It presents the settlement of Upper Hungary by German immigrants in three waves from the end of the 11th to the 18th century. The main focus is on their cultural and social activities in the towns (church, education, science, literature, art). Separate attention is paid to the characteristics of relict German dialects in Slovakia. in the areas of Bratislava, Hauerland and Spiš. Through audiovisual recordings, documentary films and memoirs, the course reflects on the position of the German language and culture in the different stages of the 20th century and reflects on the question of responsibility and the historical traumas of the German minority in Slovakia.	
Class syllabus: Who are the so-called Carpathian Germans? Settlement of Upper Hungary by German settlers From Hungarian patriotism to minority awareness Carpathian Germans and the 1st Czechoslovak Republic Carpathian Germans between 1939 and 1948 German cultural and literary life in Bratislava German cultural and literary life in Spiš German dialects and dialect literature German minority in Slovakia today	
Recommended literature: Soňa Gabrzdilová – Milan Olejník: Karpatskí Nemci na Slovensku od druhej svetovej vojny do roku 1953. Bratislava: SAV et al. 2004.	

Karl-Markus Gauß: Die versprengten Deutschen. Unterwegs in Litauen, durch die Zips und am Schwarzen Meer. Wien: Zsolnay 2005.

Viera Glosíková: Handbuch der deutschsprachigen Schriftsteller aus dem Gebiet der Slowakei -17 -20 Jahrhundert. Wien: Verlag der Österreichischen Akademie der Wissenschaften 1995.

Wynfrid Kriegleder - Andrea Seidler - Jozef Tancer (eds.) : Deutsche Sprache und Kultur im Raum Pressburg. Bremen: edition lumière 2002.

Wynfrid Kriegleder - Andrea Seidler - Jozef Tancer (eds.): Deutsche Sprache und Kultur in der Zips. - Bremen: edition lumière, 2007

Jozef Tancer – Elena Mannová: Od uhorského patriotizmu k menšinovému nacionalizmu. Zmeny povedomia Nemcov na Slovensku v 18. a 20. storočí. In: G. Kiliánová, E. Kowalská, E. Krekovičová (eds.): My a tí druhí v modernej spoločnosti : konštrukcie a transformácie kolektívnych identít. - Bratislava: Veda, 2009, s. 351-371.

Juraj Valiska: Die zipserdeutsche Mundart von Chmel'nica (Hopgarten). Bratislava: Slov. pedag. nakl. 1967.

Juraj Valiska: Nemecké nárečie Dobšinej: príspevok k výskumu zanikania nárečí enkláv. Gemerská vlastivedná spoločnosť 1980.

Juraj Valiska: Nemecké nárečia Horného Spiša. Príspevok k výskumu reliktných nárečí v pokročilom štádiu ich vývoja. Stará Ľubovňa : Okresné vlastivedné múzeum 1982

Languages necessary to complete the course:

German

Notes:

Past grade distribution

Total number of evaluated students: 17

A	ABS	B	C	D	E	FX
76,47	0,0	17,65	0,0	0,0	0,0	5,88

Lecturers: doc. Mgr. Jozef Tancer, PhD.

Last change: 04.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-015/15	Course title: German Language and Literature
Number of credits: 3	
Educational level: II.	
Course requirements: A student may take the state examination a) after obtaining at least the number of credits necessary for the proper completion of studies after obtaining credits for successful completion of state examinations, b) after successful completion of compulsory courses, compulsory elective courses and elective courses in the composition determined by the study programme, c) after fulfilling the student's obligations arising from Section 71, paragraph 3, letter b of the Higher Education Act, d) if there are no disciplinary proceedings against him/her. Successful completion of the subject of the state examination is one of the conditions for successful completion of the study programme. The subject of the state examination shall be evaluated by the State Examination Board with classification grades A to FX. The marking of the state examination or part thereof is decided by consensus by the examination board. If the Board of Examiners fails to reach a consensus, the marking of the State examination or part thereof shall be decided by vote. In accordance with the wording of the Faculty's study regulations (VP 5/2020, Art. 15), the framework dates for state examinations are set by the Dean and with the Faculty's study schedule. Departments are obliged to publish their state examination dates on the website at least 5 weeks before the examination. The student shall register for the state examination via the academic information system at least three weeks before the date of the examination. A student is entitled to one regular and two make-up examination dates. The regular examination date is the one for which the student first applied on the date set for the national examinations. If a student has been awarded a grade of FX in the regular state examination, the student may take the make-up state examination dates (a) on subsequent state examination dates in the relevant academic year, or (b) on state examination dates in any of the following academic years in accordance with section 65(2) of the Higher Education Act. If a student is unable, for serious reasons, to attend a state examination date for which he or she has registered, he or she shall be obliged to apologise in writing to the chair of the examination board in advance or, at the latest, within three working days after the date of the state examination or part thereof if there were serious obstacles preventing him or her from apologising in advance. If the student fails to appear for the state examination or part thereof on the specified date without an excuse, or if the chairman of the examination board does not accept the student's excuse, the student shall be marked with a grade of FX for that date of the state examination. The student must achieve a pass mark of at least 60% in all parts of the state examination. Scale of assessment (preliminary/final): 0/100	
Learning outcomes: The student has an overview of selected works of modern German, Austrian and Swiss literature and is able to place them in the context of the overall work of the authors and the broader socio-cultural discourses of the period. Emphasis is placed on one's own reading experience and ability to interpret a given literary work. The student is proficient in the basic theoretical knowledge of German phraseology and can demonstrate active phraseological competence.	

Class syllabus:

1. The student shall attend the registered date of the state examination according to the schedule set by the department.
2. The student presents knowledge of the history of modern German, Austrian, and Swiss literature and his/her own reading experience with selected works according to the list of works published on the department's website. This part of the state examination is carried out in the form of an oral examination.
3. The student is able to make a structural, semantic and pragmatic analysis of the selected phraseology on the basis of an authentic text and to describe it also in terms of lexicography and contrast; this part of the state examination is carried out in the form of an oral or written examination.

State exam syllabus:

The student presents his/her knowledge of the history of German Austrian and Swiss literature (authors and works according to a detailed list published on the department's website) in the form of an oral examination. The student presents knowledge of German phraseology in the form of an oral examination.

Recommended literature:

Primary and secondary literature according to courses taken.

Last change: 02.04.2022

Approved by:

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-016/15	Course title: German Language and Literature Methodology
Number of credits: 3	
Educational level: II.	
Course requirements: The student must achieve a grade of at least 60% in each part of the state examination.	
Learning outcomes: The graduate is able to design a lesson on the basis of didactic principles in order to meet the didactic objectives. The student is able to work independently with different types of media (e.g. textual, visual, auditory) and use them effectively in the classroom. Can support and justify his/her practices with didactic theory.	
Class syllabus: Preparation of a lesson based on a didactic objective Didacticisation of authentic material (textual, visual, auditory media) Analysis of the proposed lesson, theoretical justification of the procedures Basic communication skills: reading, listening, writing, speaking Teaching pronunciation, vocabulary, grammar in the classroom Motivation, learning styles and strategies, learner autonomy Phases of the lesson, method of didactic analysis Media in foreign language teaching Theories and methods of foreign language acquisition	
State exam syllabus: In the form of an oral examination, the student presents knowledge from the field of didactics of German as a foreign language as well as from the development of didactic theories and methods with an emphasis on important components of communicative teaching.	
Recommended literature: Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen. 2001 Europarat, Strassburg.. Bimmel, P.; Kast, B; Neuner, G.: Deutschunterricht planen. Fernstudieneinheit 18. 2003 Goethe-Institut, München. Huneke, H.-W.; Steinig, W.: Deutsch als Fremdsprache. Eine Einführung. 2010 Berlin	
Last change: 02.04.2022	
Approved by:	

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-007/15	Course title: German Phraseology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): comprehensive presentation of the selected phraseology in class (report) and active work in class during the whole semester (30 points) b) in the examination period: final written test, consisting of practical and theoretical part (70 points), the student must achieve at least 60% success. A minimum of 60% in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: After successful completion of the course, the student has a basic knowledge of German phraseology, can distinguish phrases from other linguistic units and classify them according to their types. The student is able to analyse the use of phrases in authentic texts. At the same time, the student has developed basic phraseological competence in both the receptive and productive spheres.	
Class syllabus: Basic concepts of phraseological theory (idiomaticity, stability, polylexicality) Semantics, paradigmatic and syntagmatic relations in phraseology. Phraseologisms in different texts. Contrastive phraseology. Phraseography, phraseological dictionaries. Phraseodidactics, Phraseologisms in teaching. Paremiology, proverbs. Exercises and tasks to develop active phraseological competence	
Recommended literature:	

BURGER, Harald. Phraseologie. Eine Einführung am Beispiel des Deutschen. Berlin: Erich Schmidt verlag, 1998. ĎURČO, Peter. Sprichwörter in der Gegenwartssprache. Trnava: Univerzita sv. Cyrila a Metoda, 2005. FLEISCHER, Wolfgang: Phraseologie der deutschen Gegenwartssprache. Tübingen: Max Niemeyer Verlag, 1997. GAJDOŠOVÁ, Silvia: Spiel und Spaß mit deutschen Phraseologismen, Bratislava: 2010.						
Languages necessary to complete the course: German, level C1-C2						
Notes:						
Past grade distribution Total number of evaluated students: 81						
A	ABS	B	C	D	E	FX
29,63	0,0	29,63	22,22	8,64	4,94	4,94
Lecturers: Mgr. Monika Šajánková, PhD., doc. PhDr. Jaroslav Stahl, PhD.						
Last change: 28.03.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/mUNE-001/15	Course title: German as a Foreign Language Methodology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): report on teaching forms or methods and active work in class throughout the semester (30 points) b) in the examination period: final written test (70 points) The student must achieve a minimum of 60% pass rate. A minimum of 10 points in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the nullification of the points earned in the respective assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: After successful completion of the course, the student has basic knowledge in the field of didactics of German as a foreign language, is familiar with the development of didactic theories and methods with an emphasis on communicative teaching according to the Common European Framework of Reference for Languages. On the basis of theoretical knowledge, he is able to convey effectively, in particular, language and communication skills in the classroom. It is familiar with the patterns of correcting learners' linguistic expression and the different ways of motivating them depending on their learning types.	
Class syllabus: 1.Learners - age, motivation, personal characteristics, learning styles and strategies 2.Teaching forms: traditional teaching, teaching between the four eyes, TPR, immersion, suggestopedia 3.Basic communication skills: reading, listening, writing, speaking 4.Teaching pronunciation, vocabulary, grammar in the classroom 5.Development of teaching methods: grammar-translation method, audio-lingual and audiovisual method, communicative-pragmatic method, intercultural method 6.Theories of foreign language acquisition - behaviourism, contrastive analysis, language acquisition as a cognitive-modular process 7.Correction of learners' language expression	

Recommended literature:

HUNECKE, Hans-Werner, STEINIG, Wolfgang. Deutsch als Fremdsprache. Eine Einführung. Berlin: Erich Schmidt Verlag, 2013. STORCH, Günther. Deutsch als Fremdsprache. Eine Didaktik. Paderborn: Wilhelm Fink, 1999. Vzdelávacie materiály Deutsch Lehren Lernen. Band 1-10. Klett Sprachen: 2017. Spoločný európsky referenčný rámec pre jazyky. Učenie sa, vyučovanie, hodnotenie. Bratislava: Štátny pedagogický ústav, 2017.

Languages necessary to complete the course:

German, level C1-C2

Notes:**Past grade distribution**

Total number of evaluated students: 79

A	ABS	B	C	D	E	FX
45,57	0,0	27,85	12,66	6,33	3,8	3,8

Lecturers: Mgr. Monika Šajánková, PhD., doc. Mgr. Jozef Tancer, PhD.

Last change: 28.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KGNŠ/A-moGE-112/21			Course title: Germanic and Cultural Studies			
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 4						
Recommended semester: 1., 3.						
Educational level: II.						
Prerequisites:						
Course requirements: Active class participation, papers on assigned texts, final essay. The student must achieve a minimum 60% pass rate in all components of the assessment.						
Learning outcomes: The graduate will gain an interdisciplinary overview of the subject of German studies in the context of the so-called cultural sciences on the example of specific literary works.						
Class syllabus: Historical anthropology and history of mentalities, imagology and image theory, gender studies, interculturalism and postcolonial studies, theories of memory and collective identities, intertextuality and new philology.						
Recommended literature: FAUSER, Markus: Einführung in die Kulturwissenschaft, Darmstadt 2003; BENTHIEN, Claudia (ed.): Germanistik als Kulturwissenschaft. Eine Einführung in neue Theoriekonzepte, Reinbek 2002.						
Languages necessary to complete the course: Slovak						
Notes:						
Past grade distribution Total number of evaluated students: 1						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	100,0	0,0	0,0	0,0
Lecturers: doc. Mgr. Miloslav Szabó, PhD.						
Last change: 30.03.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/mUNE-030/22	Course title: History of German language
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: The student takes 1 written test (50%) during the semester and 1 written test (50%) during the exam period. The pass rate is 60%. The instructor will accept 2 absences with documented evidence. Violation of academic ethics will result in the cancellation 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% Scale of assessment (preliminary/final): The weight of the evaluation is: interim 50%/final 50%	
Learning outcomes: After completing the course, students have a theoretical knowledge of the history of the German language, can explain and describe linguistic peculiarities in the individual developmental stages and justify linguistic characteristics in the new Upper German. They are able to justify the historical and social factors that influenced the development of the German language. At a practical level, they can analyse texts from the Middle Upper German period and also have a basic knowledge of working with manuscripts from the Early Modern Upper German period.	
Class syllabus: 1. Temporal and territorial breakdown of German 2. Indo-European primordial language 3. Germanic and Germanic tribes, Gothic 4. Old Upper German period, origin of the word "deutsch", linguistic peculiarities 5. The period of Middle Upper German, the so-called "classical" German, important linguistic peculiarities 6. Analysis of texts from the Middle Upper German period 7. Characteristics of verb forms, nouns, adjectives, negation 8. The Early New Upper German period - linguistic changes	

9. Social and historical influences on the development of German in the Early Modern Upper German period, the emergence of town clerks and the personality of the scribe in the formation of a unified German language 10. M. Luther and the German language 11. Transcription of medieval manuscripts written in German 12. Linguistic analysis of medieval manuscripts written in German						
Recommended literature: ERNST, P. Deutsche Sprachgeschichte. Wien, 2012. SCHMIDT, W. Geschichte der deutschen Sprache. Ein Lehrbuch für das germanistische Studium. Stuttgart.: S. Hirzel, 2007. LEXER, M. Mittelhochdeutsches Handwörterbuch. Leipzig: S. Hirzel, 1872. HENNING, B. Kleines mittelhochdeutsches Wörterbuch. Tübingen: Niemeyer, 1995. von POLENZ, P. Geschichte der deutschen Sprache. Berlin/New York: Walter de Gruyter, 2009 . STEDJE, A. Deutsche Sprache gestern und heute. München: W. Fink Verlag, 1996. - copies of manuscripts and other supplementary literature will be presented during the semester						
Languages necessary to complete the course: german						
Notes:						
Past grade distribution Total number of evaluated students: 60						
A	ABS	B	C	D	E	FX
13,33	0,0	8,33	40,0	18,33	15,0	5,0
Lecturers: PhDr. Erika Mayerová, PhD.						
Last change: 20.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KGNŠ/bGER-033-1/15			Course title: History of Periodicals Written in German			
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 1., 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 8						
A	ABS	B	C	D	E	FX
75,0	0,0	25,0	0,0	0,0	0,0	0,0
Lecturers: doc. Mgr. Jozef Tancer, PhD., Mgr. Maxim Duleba, PhD.						
Last change: 31.01.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KKIV/A-moIS-244/22	Course title: Information Literacy in Education
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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
- 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
- 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.

Last change: 01.04.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-597/24	Course title: Inquiry strategies in education
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: To successfully complete the course, students will work on seminar tasks, create a student portfolio by completing partial assignments, and pass a colloquial exam (oral examination). The student portfolio includes: - Creation of methodology for teaching materials using inquiry-based strategies for children/pupils based on the instructor's assignment (40 points). - Creation of an educational comic for children/pupils to eliminate a specific misconception (30 points). Colloquial exam: (max. 30 points). Total: max. 100 points. To successfully pass the course, a minimum success threshold of 60% is required. Grading: A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less) The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: Upon successfully completing the course, the student will have knowledge of inquiry-based education strategies, inquiry-based learning, and research methods. They will understand children's misconceptions and how to use inquiry strategies with children/pupils in science education, both in school and extracurricular facilities.	
Class syllabus: 1. Contemporary generations of children and youth. Current education concept in Slovakia. 2. Holistic approach to the child's personality. 3. Albert Bandura's theory – the concept of agency.	

4. The child as an object and subject of the educational process. The child as an agent, the child 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:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/A-moGE-100/21	Course title: Intellectual History of German Speaking Countries
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in class, completion of partial homework assignments (reading the assigned text), successful completion of three continuous written tests with a score of at least 60% of the total score for all written tests.	
Learning outcomes: The graduate of the course will gain a basic knowledge of the modern intellectual history of the German-speaking countries from the mid-19th century to the present. The focus will be on thinkers and concepts of thought that have strongly influenced and reflected the social development of the German-speaking countries and have also played a key role in the European context: nationalism and modernization, the vicissitudes of the two world wars and the Holocaust, the post-war settlement of guilt and responsibility for the Second World War, and the rediscovery of Central Europe after the fall of the Iron Curtain. The course draws on the Anglo-Saxon interdisciplinary concept of Intellectual History, tracing the development of critical thinking about society across academic disciplines and reflecting on the changing position of intellectuals from the nineteenth century to the present. At the same time, it also takes into account a specifically German approach from the positions of Geistesgeschichte and Begriffsgeschichte, respectively.	
Class syllabus: The course will focus on the following texts: Karl Marx/Friedrich Engels: Manifest der Kommunistischen Partei (1848) Friedrich Nietzsche: Die Geburt der Tragödie aus dem Geiste der Musik (1872) Georg Simmel: Die Großstädte und das Geistesleben (1903) Sigmund Freud: Das Unbehagen in der Kultur (1930) Walter Benjamin: Das Kunstwerk im Zeitalter seiner technischen Reproduzierbarkeit (1936) Hana Arendt: Wir Flüchtlinge (1943) T. W. Adorno, M. Horkheimer: Dialektik der Aufklärung (1944) Karl Jaspers: Die Schuldfrage (1946) Ernst Nolte: Vergangenheit, die nicht vergehen will (1986) Jürgen Habermas: Eine Art Schadensabwicklung (1986)	

M. Csáky: Das Gedächtnis Zentraleuropas: Kulturelle und literarische Projektionen auf eine Region (2019)						
Recommended literature: Martin Jay: Dialektische Phantasie: Die Geschichte der Frankfurter Schule und des Instituts für Sozialforschung 1923–1950. Frankfurt am Main: Fischer 2018 (orig. 1973) Richard J. Evans: Im Schatten Hitlers? Historikerstreit und Vergangenheitsbewältigung in der Bundesrepublik. Frankfurt am Main: Suhrkamp 1991 William M. Johnston Zur Kulturgeschichte Österreichs und Ungarns 1890–1938. Auf der Suche nach verborgenen Gemeinsamkeiten. Wien: Böhlau 2015. Richard Rorty: Das Kommunistische Manifest 150 Jahre danach. Gescheiterte Prophezeiungen, glorreiche Hoffnungen. Übersetzt aus dem Englischen von Reinhard Kaiser. Sonderdruck Edition Frankfurt am Main: Suhrkamp 1998. Rüdiger Safranski: Nietzsche. Biographie seines Denkens. Frankfurt am Main: Fischer 2002. Carl E. Schorske, Wien Geist und Gesellschaft im Fin de Siecle. Frankfurt am Main: Fischer 1982 (orig. 1979)						
Languages necessary to complete the course: Slovak						
Notes:						
Past grade distribution Total number of evaluated students: 10						
A	ABS	B	C	D	E	FX
10,0	0,0	70,0	10,0	10,0	0,0	0,0
Lecturers: doc. Mgr. Miloslav Szabó, PhD., doc. Mgr. Jozef Tancer, PhD.						
Last change: 03.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/mPTNE-006/15	Course title: Literary Translation 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in seminars, presentation of partial translations (50% of the grade), students submit a translation of an agreed passage of a fiction text of 5 standard pages (50% of the grade) after the end of the semester. Grades 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A . The instructor will tolerate 2 absences upon submission of appropriate documentation. Grading 50/50. Violation of academic ethics will result in cancellation of points earned in the appropriate grade item. Scale of assessment (preliminary/final): 100% intermediate evaluation	
Learning outcomes: The graduate of the course has an overview of the procedures and strategies in translating literary texts from German into Slovak. The graduate is able to determine the strategy of the translation process), master specific translation skills when working with fiction texts.	
Class syllabus: Analysis and interpretation of prose and dramatic texts. Creolization of cultures in translation Presentation and defence of own method of translation. Intertextuality in fiction texts. The whole semester is devoted to the artistic translation from German into Slovak. In the seminar, students work together on independently prepared translations of a selected fiction text.	
Recommended literature: Popovič, A.: Teória umeleckého prekladu. Bratislava 1977. Albrecht, J.: Die literarische Übersetzung. Darmstadt 1998. Výber zadaných textov Vilikovský, J.: Preklad ako tvorba. Bratislava 1984. Eco, U.: Quasi das selbe mit anderen Worten. Über das Übersetzen. München, Wien 2006.	
Languages necessary to complete the course: German, Slovak	

Notes:						
Past grade distribution Total number of evaluated students: 50						
A	ABS	B	C	D	E	FX
80,0	0,0	18,0	2,0	0,0	0,0	0,0
Lecturers: doc. Mgr. Jozef Tancer, PhD.						
Last change: 21.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FiF.KGNŠ/bGER-036-1/15		Course title: Literature and Film				
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 2., 4.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus: The seminar offers an introduction—using topics that change from semester to semester—to the analysis of film adaptations of literary works and their reception from the first half of the 20th century to the present. Possible topics include: the reception of the film All Quiet on the Western Front and its literary source Im Westen nichts Neues by E. M. Remarque in interwar Central Europe; the figure of the Golem in literature and film and its reception; the metropolis of Berlin in literature and film; Arthur Schnitzler’s Traumnovelle (the novella and Stanley Kubrick’s film Eyes Wide Shut); Jurek Becker’s Jakob der Lügner (the novel and the films by Frank Beyer and Peter Kassowitz, respectively); Günter Grass’s Die Blechtrommel (the novel and Volker Schlöndorff’s film); Anna Seghers’s Der Transit (the novel and Christian Petzold’s film), etc.						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 5						
A	ABS	B	C	D	E	FX
40,0	0,0	20,0	20,0	20,0	0,0	0,0
Lecturers: Dr. Jan Vaclav König, Mgr. Ivana Zolcerová, PhD.						
Last change: 16.01.2026						
Approved by:						

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-595/22	Course title: Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Antirequisites: FiF.KAA/A-muAN-595/15	
Course requirements: All matters pertaining to state examination are set out in Article 14 of the Study Regulations of the Faculty of Arts. 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. 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). Requirements for the admission to the defence are as follows: - 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; - 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. 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. 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". The Master's thesis will take the following form: 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. The thesis presentation must: - Include a clearly articulated thesis statement, - have a clear and logical structure of argumentation and findings, - 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.	

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?](https://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=1171828&lang=sk&site=ehost-live&scope=site)

[direct=true&db=e000xww&AN=1171828&lang=sk&site=ehost-live&scope=site](https://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

WHITE, Barry. Mapping Your Thesis [online]. Camberwell, Vic: ACER Press, 2011. ISBN 9780864318237. Dostupné na: [https://search.ebscohost.com/login.aspx?](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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muFI-595/22	Course title: Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Course requirements: 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%	
Learning outcomes: 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.	
Class syllabus: 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. 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; 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; 4. Compliance of the structure of the thesis with the prescribed structure defined by Internal Regulation No. 12/2013; 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; 6. Linguistic and stylistic level of the thesis and formal editing;	

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-595/22	Course title: Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Course requirements: 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. 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 bachelor's thesis in front of the committee for state exams, the opponent of the master's thesis, and those present.	

2. The student responds to comments and questions in the evaluations.
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]. Dostupné na: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf • Vnútorý 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 • Záverečné 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/
Languages necessary to complete the course: Slovak
Last change: 01.04.2022
Approved by:

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-595/22	Course title: Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Course requirements: 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, which the student receives a minimum of three working days before the defence. Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A Master's thesis evaluation criteria: 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. 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. 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. 4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University. 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. 6. Linguistic and stylistic level of work and formal adjustments. 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	

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 • Vnútny 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 • 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-595/22	Course title: Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Course requirements: 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. 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. Scale of assessment (preliminary/final): 0/100	
Learning outcomes: 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	

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.
Class syllabus: 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.
State exam syllabus:
Recommended literature: LICHNEROVÁ, L. Písanie a obhajoba záverečných prác [online]. Bratislava: Univerzita Komenského, 2016 [cit. 2016-10-09]. Dostupné na: http://stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prace.pdf . Vnútný 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 . 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: german level C1/C2, slovak
Last change: 03.04.2022
Approved by:

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSJ/A-muSL-595/22	Course title: Master's Degree Thesis Defence
Number of credits: 10	
Educational level: II.	
Antirequisites: FiF.KSJ/A-muSL-595/15	
Course requirements: 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: 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. 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. 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. 4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of the Comenius University. 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. 6. Linguistic and stylistic level of the thesis and formal layout. 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.	

Scale of assessment (preliminary/final): 0/100
Scale of assessment (preliminary/final): Scale of assessment (preliminary/final): 0/100
Learning outcomes: 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.
Class syllabus: 1. Presentation of the master's thesis to students with the commission for state exams, opponents of the master's thesis and others present. 2. Student's response to the assessments – comments and questions. 3. Student's response to the commission's questions or questions in the discussion.
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 Vnútny 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 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/ Additional literature depends on the master's thesis specialization.
Languages necessary to complete the course: slovak
Last change: 23.03.2022
Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-592/22	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KAA/A-muAN-592/15	
Course requirements: 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 (%)	
Learning outcomes: 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.	
Class syllabus: 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)	
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]. Available at: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf	

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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muFI-592/22	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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%	
Learning outcomes: 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.	
Class syllabus: 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)	
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]. Available on: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf	

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

Languages necessary to complete the course:

Slovak, (add another language according to the specifics of the study programme in case of language studies)

Notes:

Past grade distribution

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

Lecturers: 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.

Last change: 17.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-592/22	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 4.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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)	
Recommended literature: 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 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 <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>75,0</td><td>0,0</td><td>9,09</td><td>4,55</td><td>2,27</td><td>9,09</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	75,0	0,0	9,09	4,55	2,27	9,09	0,0
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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-592/22	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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.	
Recommended literature:	

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: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf.

Languages necessary to complete the course:

german (level C1/C2), slovak

Notes:

Past grade distribution

Total number of evaluated students: 15

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

Lecturers: doc. Mgr. Katarína Motyková, PhD., doc. Mgr. Miloslav Szabó, PhD., Mgr. Monika Šajánková, PhD., doc. Mgr. Jozef Tancer, PhD., Mgr. Ivana Zolcerová, PhD.

Last change: 31.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-592/24	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 5	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-muPE-592/15	
Course requirements: The output of the graduated course is during the teaching part: a) Written elaboration of selected parts of the own diploma thesis that meet the formal and content requirements for diploma theses given by the internal quality system of Comenius University (20 points). The formal modification of the text and its content, the use of 5 bibliographic references in the list of bibliographic references to the final thesis and the design of the structure of the final thesis, the selection of the research method and the sketch of implementation are evaluated. b) Research project or 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	
Learning outcomes: After successfully completing the course, the student has acquired knowledge about the rules of writing a diploma thesis and adherence to the rules of academic ethics. Masters the correct citation and referencing of the sources used, understands the content and formal requirements for the creation of a diploma thesis depending on the internal quality system of CU. Has sufficient competences to process the final thesis, knows the principles of building a professional text, acquires the ability to work correctly with professional literature, formulate a research problem and hypotheses, collect empirical data and adequately process and interpret them.	
Class syllabus: 1. Basic requirements for a master's thesis in Vodboře 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-592/22	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-muPE-592/15	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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).	
Recommended literature: • Informačná a mediálna gramotnosť [online]. Filozofická fakulta UK; Akademická knižnica UK, 2015 [cit. 2021-08-13]. Dostupné na: https://midas.uniba.sk/ • 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: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf • 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. Dostupné tiež na: https://uniba.sk/fileadmin/ruk/nasa_univerzita/NU2020-21/201021_Nasa_univerzita_1_20-21.pdf • Vnútny 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 • Záverečné 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 <table> <tr> <th>A</th><th>ABS</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>71,43</td><td>0,0</td><td>0,0</td><td>14,29</td><td>0,0</td><td>14,29</td><td>0,0</td></tr> </table>							A	ABS	B	C	D	E	FX	71,43	0,0	0,0	14,29	0,0	14,29	0,0
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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSJ/A-muSL-350/22	Course title: Master's Degree Thesis Seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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)	
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]. Available at: stella.uniba.sk/texty/LL_pisanie_obhajoba_zaverecne_prac.pdf	

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

Notes:

Past grade distribution

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

Lecturers: 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.

Last change: 29.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-592/22	Course title: Master's Degree Thesis seminar
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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)	
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	

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: Hungarian Language C2						
Notes:						
Past grade distribution 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
Lecturers: 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.						
Last change: 28.06.2022						
Approved by:						

STATE EXAM DESCRIPTION

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

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: PriF.KDPP/N-mUXX-102/22			Course title: Master's Thesis Seminar			
Educational activities: Type of activities: seminar Number of hours: per week: 3 per level/semester: 42 Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 164						
A	ABS	B	C	D	E	FX
59,15	0,0	16,46	11,59	3,66	6,71	2,44
Lecturers: 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.						
Last change: 14.09.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KŽ/A-moZU-153/22	Course title: Media Literacy
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KŽ/A-moZU-005/15	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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 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 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 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 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-006/15	Course title: Media in Teaching German Language
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): presentation of a lesson or teaching material prepared by the students using different media and active work in the classroom during the whole semester (50 points) b) in the exam period: seminar work, the content of which is the work with media in the classroom on the basis of theoretical knowledge. The student must achieve a minimum pass mark of 60%. A minimum of 30 points in the intermediate assessment is a condition for admission to the examination. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation and the due date of the term paper will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: Upon successful completion of the course, the student has a basic understanding of media in the classroom. The student is able to recognize the advantages of different media in teaching and is able to use them effectively for the preparation of teaching materials. In particular, the student acquires didactic competence to work with modern digital media such as teaching apps, podcasts, film and video, etc.	
Class syllabus: 1. Media roles and criteria for media selection in the classroom. 2. Familiarity with different types of media: - Visual, tactile and textual media - blackboard, worksheets, posters, cards, photos, illustrations, art images, concrete objects, different types of reading texts - Literary texts as a medium - Didactics of lyric - Auditory media - authentic tone documents, podcasts, songs - Audiovisual media - feature films, authentic television broadcasts - commercials, weather forecasts, talk shows, documentaries - Electronic media - computer in the classroom, teaching apps, interactive whiteboard	

3. Didactization of authentic materials using media, creation of own teaching materials						
Recommended literature: BRASH, Bärbel, PFEIL, Andrea. Unterrichten mit digitalen Medien. Deutsch Lehren Lernen. Band 9. Klett Sprachen: 2017. FREDERKING, Volker, KROMMER, Axel, MAIWALD, Klaus. Mediendidaktik Deutsch. Eine Einführung. Berlin: Erich Schmidt Verlag, 2012. HUNECKE, Hans-Werner, STEINIG, Wolfgang. Deutsch als Fremdsprache. Eine Einführung. Berlin: Erich Schmidt Verlag, 2013. SCHILLING T. & WILLMANN, K. Methoden der Filmarbeit. Bonn: Bundeszentrale für politische Bildung. Bonn: Bundeszentrale für politische Bildung, 2012.						
Languages necessary to complete the course: German, level C1-C2						
Notes:						
Past grade distribution Total number of evaluated students: 77						
A	ABS	B	C	D	E	FX
45,45	0,0	29,87	15,58	3,9	2,6	2,6
Lecturers: Mgr. Monika Šajánková, PhD.						
Last change: 28.03.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-002/22	Course title: Methodology of Pedagogical Research
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 2 / 2 per level/semester: 28 / 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-muSZ-002/15	
Course requirements: 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 qualitative 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. Kvalitativní výzkum. 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 kvalitativního výskumu. Postupy a techniky zakotvené teorie. Boskovice: Nakladatelství Albert, 1999, 196s., ISBN 80-85834-60-X.

ŠEDOVÁ, Klára., ŠVARÍČEK, Roman. Kvalitativní výzkum v pedagogických vědách. 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-593/24	Course title: Methodology of educational sciences
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 6	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: - Completion of assignments (max. 30 p.) - Planning, implementation and evaluation of a small research (max. 40 points) - Final examination of knowledge and skills (max. 30 points) Grading A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and less). The course instructor will accept max. 2 absences with proven documents. Violation of academic ethics will cause annulment of the points obtained in the evaluation item. The exact date and wording of the partial assignments will be announced in the MS Teams application when they are entered at the beginning of the semester. Assignments will be entered via "Assigned tasks" in the MS Teams application. The assignments submitted by the student will be included in the student's portfolio. Exam dates will be published via the AIS2 system in the last week at the latest teaching part of the semester. Scale of assessment (preliminary/final): 70/30	
Learning outcomes: After successfully completing the course, students can explain basic methodology concepts, describe methods of collecting and evaluating research data. They can explain the principles and stages of quantitative and qualitative educational research. They can project, conduct and evaluate their own scientific or action research.	
Class syllabus: 1. Educational research - scientific theory, research, educational research, methodology. The relation of educational research to educational theory and practice. Research - action research - evaluation. 2. Planning, organization and implementation of a field study. Stages of research work. Information search for research. 3. Ethical principles in working with research subjects, in data collection and publication. 4. Thinking about a research problem. The difference between a topic and a research problem. Reasoning of a researcher. Preparation of a research project.	

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

Recommended literature:

Gavora, P. (2008). Úvod do pedagogického výskumu. (4. vyd.) Bratislava: Univerzita Komenského v Bratislave.

Gavora, P. (2007). Sprievodca metodológiou kvalitatívneho výskumu. (2. vyd.) Bratislava: Univerzita Komenského v Bratislave.

Chráška, M. (2007). Metódy pedagogického výskumu. Praha: Grada Publishing.

Hendl, J. (2008). Kvalitatívny výskum. 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). Kvalitatívny výskum v pedagogických viedách. 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/m-NE-556/17	Course title: Modern Swiss Literature
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: This course will convey knowledge of German-language Swiss literature of the second half of the 20th and early 21st centuries through analysis and interpretation of selected key works. Attention will also focus on intercultural contexts. Emphasis is placed on critical analysis skills.	
Course requirements: Active class participation, papers on assigned texts, final essay. The student must achieve a minimum 60% pass rate in all components of the assessment. Weighting of midterm/final evaluation: 30/70. Classification scale: 100-90: A 89-79: B 78-68: C 67-57: D 56-46: E 45-0: FX Violation of academic ethics will result in the nullification of the points earned in the respective item of the evaluation. The instructor will accept a maximum of 2 absences with documented evidence.	
Learning outcomes: Upon successful completion of the course, students are able to critically analyse selected literary works of Swiss-German literature in the context of changing cultural, social and political life.	
Class syllabus: 1. Introduction to the cultural history of German-speaking Switzerland. 2. The post-war novel (Max Frisch: Stiller). 3. The post-war novel (Max Frisch: Homo Faber). 4. Post-war prose (Friedrich Dürrenmatt: Die Panne). 5. Post-war drama (Friedrich Dürrenmatt: Besuch der alten Dame). 6. Post-war drama (Max Frisch: Andorra).	

7. Literary reflection on the past (Adolf Muschg: Wenn Auschwitz in der Schweiz liegt). 8. Literary reflection on the past (Lukas Bärfus: Hundert Tage). 9. Women's Literature (Gertrud Leutenegger: Pomona). 10. Intercultural literature (Irena Brezna: Reportage). 11. Intercultural literature (Irena Brezhna: Essays). 12. Intercultural literature (Irena Brezhna: Die undankbare Fremde).						
Recommended literature: PETZOLD, Klaus et al. Geschichte der deutschsprachigen Schweizer Literatur im 20. Jahrhundert. Berlin: Volk und Wissen, 1991. RUSTERHOLZ, Peter et al. Schweizer Literaturgeschichte. Stuttgart: Metzler, 2007. Selected literary texts for seminars on individual lecture topics will be made available for copying and study in the departmental library.						
Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 72						
A	ABS	B	C	D	E	FX
34,72	0,0	25,0	31,94	4,17	2,78	1,39
Lecturers: doc. Mgr. Miloslav Szabó, PhD.						
Last change: 30.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-121/21	Course title: Multilingualism
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: The prerequisites for successful completion of the course are active participation in seminars (15%), preparation of partial homework assignments (15%), presentation of own research assignment at the end of the seminar and its written completion in the form of a seminar paper (40%). During the seminar, students will keep a language journal (30%), which they will hand in at the end of the seminar together with the seminar paper. Grading scale: A: 100-91%, B: 90-81%, C: 80-73%, D: 72-66%, E: 65-60%, Fx: 59-0% Scale of assessment (preliminary/final): interim/final evaluation: 30/70	
Learning outcomes: The aim of the course is to introduce the theoretical concepts of multilingualism as well as the multilingual situation and its research in German-speaking countries. Students will acquire the basic skills necessary to prepare research and carry out their own research assignment, focusing on the use of the German language in Slovakia in the context of multilingual communication. At the same time, they will reflect on their own sources of multilingualism and their own linguistic repertoire in the context of biographically oriented multilingualism research practices.	
Class syllabus: Theoretical concepts of multilingualism Social multilingualism Individual multilingualism Biographical approaches to multilingualism Language biographies Language portrait Language diary Language ideologies Language Landscape	
Recommended literature: Peter Auer – Li Wei (eds.): Handbook of Multilingualism and Multilingual Communication. De Gruyter 2007.	

Brigitta Busch: Das sprachliche Repertoire oder Niemand ist einsprachig. Klagenfurt: Drava 2012.
 Brigitta Busch: Mehrsprachigkeit. Wien: Böhlau 2013
 Adam Jaworski, Crispin Thurlow (ed.): Semiotic Landscapes. Language, Image, Space. London: Continuum 2010.
 István Lanstyák – Gabriela Múcsková – Jozef Tancer (eds.): Jazyky a jazykové ideológie v kontexte viacjazyčnosti na Slovensku. Bratislava: Univerzita Komenského 2017.
 Jozef Tancer: Rozviazané jazyky. Ako sme hovorili v starej Bratislave. Bratislava: slovart 2016.

Languages necessary to complete the course:

Slovak, German, English - reading competence

Notes:

Past grade distribution

Total number of evaluated students: 14

A	ABS	B	C	D	E	FX
92,86	0,0	0,0	0,0	0,0	0,0	7,14

Lecturers: doc. Mgr. Jozef Tancer, PhD.

Last change: 05.06.2023

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/moge-55/23	Course title: Norwegian contemporary film
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: During the semester, the student will present two 15-minute papers on (non-discussed) Norwegian films of his/her choice (fiction, documentary, animation). At the end of the semester, each student will hand in a 3 standard page essay on one of the jointly screened films. The grading will be based on the above scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics will result in the cancellation of the points earned in the respective item of the evaluation. Scale of assessment (preliminary/final): Intermediate/final grade weighting: 100/0	
Learning outcomes: By completing the course, the student will gain a selective overview of the thematic and genre diversity of recent Norwegian film production. The aim of the course is to learn more about Norwegian society, its social and generational composition and its perspective on contemporary, historical, specific and universal themes through films. The aim is also to highlight, through discussions, the stimulating elements of film language in the peculiar and diverse poetics of Norwegian films.	
Class syllabus: 1. A generational account of contemporary Norwegian society: The Worst Man in the World (2021, dir. Joachim Trier), What Will the People Say (2017, dir. Iram Haq) 2. The theme of family relationships. 3. The cinematic representation of history: The Last King (2016, dir. Nils Gaup) 4. Fantastic, mythological, symbolic and supernatural themes: Dawn (2016, dir. Anders Elsrud Hultgreen) 5. Genre (action) film: The Burning Sea (2021, dir. John Andreas Andersen) 6. Mongoland (2001, dir. Arild Østin Ommundsen) 7. Norwegian documentary: Brave Hearts (2012, dir. Kari Anne Moe) 8. Norwegian animated film: My Grandmother Ironed the King's Shirts (1999), The Danish Poet (2006), Me and My Bicycle (2014), Threads (2017) (all dir. Torill Kove)	

Recommended literature:

LOTMAN, Jurij Michajlovič: Semiotika filmu a problémy filmovej estetiky. Bratislava: Slovenský filmový ústav 2008

CIEL, Martin: Metódy a možnosti analýzy filmového obrazu. Bratislava: Vysoká škola múzických umení 2011.

Available at: [https://www.vsmu.sk/wp-content/uploads/2023/01/](https://www.vsmu.sk/wp-content/uploads/2023/01/Metody_a_moznosti_analyzy_filmoveho_obrazu_Ciel_Martin.pdf)

[Metody_a_moznosti_analyzy_filmoveho_obrazu_Ciel_Martin.pdf](https://www.vsmu.sk/wp-content/uploads/2023/01/Metody_a_moznosti_analyzy_filmoveho_obrazu_Ciel_Martin.pdf)

KOKEŠ, Radomír D.: Rozbor filmu. Brno: Filozofická fakulta Masarykovy univerzity 2015.

Available at: [https://www.academia.edu/39632126/Koke%C5%A1_Radom](https://www.academia.edu/39632126/Koke%C5%A1_Radom%C3%ADr_D_ROZBOR_FILMU_2015_cel%C3%A1_kniha_PDF_)

[%C3%ADr_D_ROZBOR_FILMU_2015_cel%C3%A1_kniha_PDF_](https://www.academia.edu/39632126/Koke%C5%A1_Radom%C3%ADr_D_ROZBOR_FILMU_2015_cel%C3%A1_kniha_PDF_)

Languages necessary to complete the course:

Slovak or English language active, literature will be in Slovak, Czech or English

Notes:**Past grade distribution**

Total number of evaluated students: 32

A	ABS	B	C	D	E	FX
90,63	0,0	9,38	0,0	0,0	0,0	0,0

Lecturers: Mgr. Miroslav Zumrík, PhD.

Last change: 25.04.2025

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSJ/A-AmuSL-53/22	Course title: Pedagogical Rhetoric
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 2 per level/semester: 14 / 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KSJ/A-AmuSL-53/15	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-599/24	Course title: Pedagogical prevention of addictions
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Report and written exam; Continuous 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	
Learning outcomes: Students will gain knowledge about pedagogical solutions to students' problems in connection with alcoholic and non-alcoholic drugs and addictions to non-narcotic drugs. They will acquire the ability to implement a preventive program designed for children and youth.	
Class syllabus: 1. Drugs and drug addiction - drug use in history and in the present, classification of drug addictions. 2. Nicotinism and alcohol abuse - manifestations, consequences, treatment and prevention of nicotineism and alcoholism. 3. The most famous substance drugs - manifestations of their use (addiction to marijuana, cocaine, opiates, LSD and hallucinogens, ecstasy, volatile substances, sedatives and hypnotics, amphetamines, methamphetamine and others). 4. Consequences and causes of substance drug use – theories of addiction, personality factors. 5. Therapy and treatment of drug addictions. One-time help, counseling, outpatient and 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, Ľ. (2023). Riziko vzniku závislosti u detí a mládeže od počítača a internetu. *Mládež a spoločnosť*. 29(1), 20-42.

Hupková, I., Kuchárová, B., & Sejčová, Ľ. (2020). *Prevencia v praxi. Látkové a nelátkové závislosti*. Bratislava: Národné osvetové centrum. Dostupné na: <https://www.nocka.sk/wp-content/uploads/2021/07/NOCPrevencia-v-praxi-A5-web.pdf>

Mackuľák, 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, Ľ. (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.pdf)

www.psychiatriacasopis.sk/filespsychiatria2019-03ppp_2019_26_3_rizikove_pouzivanie_internetu_a_pocitaca.pdf

Sejčová, Ľ. (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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-991/24	Course title: Pedagogy
Number of credits: 3	
Educational level: II.	
Antirequisites: FiF.KPg/A-muPE-991/15	
Course requirements: 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. 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. 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. 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. 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. Scale of assessment (preliminary/final): 0/100	
Learning outcomes: A student who passes the state exam comprehensively manages the issues of the state exam in the context of the set areas. He has theoretical and practical knowledge based on the current state of knowledge in the field of 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	

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, biodromal 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.

Chráska, 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.

Strauss, A. & Corbinová, J. (1999). Základy kvalitatívneho výskumu. Postupy a techniky zakotvené teorie. Boskovice: Nakladatelství Albert.

Šed'ová, 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

Đurdiak, L., Gatiaľ, 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

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

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.

Šefráňková, 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

Last change: 15.09.2024
Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muSZ-003/22	Course title: Philosophical Aspects of Education
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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	
Class syllabus: 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	
Recommended literature:	

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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-136/21	Course title: Political realities of German-speaking countries
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation(continuous knowledge verification), short independent works and final exam. The student must achieve at least 60% in all parts of the assessment.	
Learning outcomes: The student knows the methods of text analysis and has the linguistic competences necessary to actively understand newspaper articles, professional texts and statistics of professional literature and to be able to extract relevant information from them. Using his/her knowledge of facts, he/she is able to engage in debate on current social issues in German-speaking countries and to place these in a political, historical, social and cultural context.	
Class syllabus: The course focuses on the political landscape of German-speaking countries, reflecting current political and media debates in Germany, Austria and Switzerland (the so-called D-A-CH countries). We analyze German-language media, discuss them, and acquire the relevant context necessary to properly assess and understand them (historical development, political system, specificities of the three countries, etc.). Main topics of the course: 1) Space and demography: internal and mutual heterogeneity of the D-A-CH countries, demographic trends, D-A-CH as an immigration destination in the 20th century, and current (Gastarbeiter, migration and labour market policies). 2) Economy: economic developments and policies in the context of globalization, the most important industries and sectors in D-A-CH and their current direction 3) Society: historical antecedents and traumas, problematic issues (inequalities, unemployment, marginalisation) and the welfare state 4) State and nation: contrasting view of national consciousness and identity issues, defining tendencies versus emphasising commonalities, EU membership or non-membership 5) Politics: specificities of countries and their political systems, political environment, ideological background, issues of political culture, constitutions and foreign policy; federalism, specificities of countries, implications of federalism 6) Mass media: the press in D-A-CH, global developments and national specificities, the state and the media (affairs and debates in recent years in Germany and Austria), social media and democracy,	

7) Church and state: religions in D-A-CH, state-church relationship, differences in Germany and Austria, current discourse and developments (teaching ethics, scandals and their reflection, influence of churches).						
8) Colonial history of Germany and Austria: history, reflection, influences						
Recommended literature: - Koppensteiner, Jürgen: Österreich. Ein landeskundliches Lesebuch. (Niveaustufen B2 bis C2). 6., überarbeitete und aktualisierte Auflage. Wien: Praesens, 2018. - Krumm, Thomas: Das politische System der Schweiz. Ein internationaler Vergleich. Berlin: de Gruyter, 2013. - Recker, Marie-Luise: Geschichte der Bundesrepublik Deutschland. 3., überarbeitete und erweiterte Auflage. München: Beck 2009. (C.H. Beck Wissen) - Reinhardt, Volker: Geschichte der Schweiz. 6., aktualisierte Auflage. München: Beck 2019. (C.H. Beck Wissen) - Schmidt, Manfred G.: Das politische System Deutschlands. Institutionen, Willensbildung und Politikfelder. 4., aktualisierte Auflage. München: Beck, 2021. - Vocelka, Karl: Österreichische Geschichte. 5., aktualisierte Auflage. München: Beck 2019. (C.H. Beck Wissen)						
Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 27						
A	ABS	B	C	D	E	FX
29,63	0,0	37,04	25,93	7,41	0,0	0,0
Lecturers: Dr. Jan Vaclav König, doc. Mgr. Miloslav Szabó, PhD.						
Last change: 31.03.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-004/15	Course title: Preparing and Analysing Lessons
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): presentation to students of the prepared lesson or teaching material using own didacticisation of the authentic text, providing feedback on other presentations at the seminar, active work in class throughout the semester (50 points) (b) in the examination period: a seminar paper consisting of a comprehensive didactic description of an independently designed lesson based on theoretical knowledge (formulation of objectives, introduction of social forms and work with authentic materials and different media) The student must achieve a minimum 60% success rate. A minimum of 30 points in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the nullification of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation and the due date of the term paper will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 50/50	
Learning outcomes: After successful completion of the course, the student is able to prepare a German lesson independently, knows the phases of the lesson, social forms and types of exercises and is able to take them into account in the design of the lesson. Can independently didacticise authentic materials in relation to the stated teaching objectives. The student has the ability to analyse his/her own didactic proposals and to give feedback on the proposals of others.	
Class syllabus: In the introductory part of the seminar: 1. Phases of the teaching process and lesson preparation. 2. Preparation of own teaching materials, didacticization of authentic texts 3. Analysis of the lesson, self-reflection and giving feedback. In the second part of the seminar: preparation and presentation of the lesson or teaching material prepared by the students using their own didacticisation of the authentic text, self-reflection and giving feedback on the other presentations at the seminar. According to	

the current possibilities, organization of a workshop for students from high schools led by the participants of the course.						
Recommended literature: BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003. HUNECKE, Hans-Werner, STEINIG, Wolfgang. Deutsch als Fremdsprache. Eine Einführung. Berlin: Erich Schmidt Verlag, 2013. ENDE, K., GROTHJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013. STORCH, Günther. Deutsch als Fremdsprache. Eine Didaktik. Paderborn: Wilhelm Fink, 1999. ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. Fernstudieneinheit 32. München: Goethe-Institut, 2002. Spoločný európsky referenčný rámec pre jazyky. Učenie sa, vyučovanie, hodnotenie. Bratislava: Štátny pedagogický ústav, 2017.						
Languages necessary to complete the course: German, level C1-C2						
Notes:						
Past grade distribution Total number of evaluated students: 60						
A	ABS	B	C	D	E	FX
88,33	0,0	8,33	3,33	0,0	0,0	0,0
Lecturers: Mgr. Monika Šajánková, PhD.						
Last change: 13.01.2023						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/MPTNE-65/20	Course title: Professional Consecutive Interpreting
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: The content of the seminar is a presentation of the so-called high consecutive interpreting, but also, depending on the situation, cabin interpreting from a sheet. Interpreting testing and training. Explanation and training of interpreting notation. Advanced exercises aimed at consolidating professional habits in consecutive interpreting.	
Course requirements: Assessment individually: Activities, everyone must prepare at least one speech and actively participate in the constructive critical assessment of classmates. What is the post: Presentation / speech-recording or own lasting 4-6 minutes on a professional topic or text for interpretation from the letter le. at least 1 A4 sheet of professional text with a glossary / the scope of the glossary is at least 1NS / standard page /. The presentation is in the form of PPT and projected on the screen, shared across the screen in MS Teams and other interpreters or. they make a record and then one interprets. The speech / presentation must be given, recorded freely, not read with the knowledge that it will be reproduced by someone. Text to be interpreted from the letter in advance by e-mail to everyone. Each seminar begins with a short discussion of current political and social events in German. Active participation in this discussion is part of the course evaluation. The performance of consecutive interpreting from and into Slovak is evaluated in both cases from and into German. Other conditions for obtaining evaluation resp. credits: Everyone prepares at least 1 paper / presentation. Papers will be in either German or Slovak. Attendance: two absences are tolerated by the others with apology. The language we will speak is SVK + DE. IMPORTANT: A5 spiral notebook at each seminar - clean. It can be used on both sides. Classification scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 80/20	
Learning outcomes:	

The graduate of the course will also achieve the level of interpreting skills, enabling the mastery of interpreting a standard professional text in a selected thematic scale, with the application of the acquired short-term interpreting memory and skills in the field of interpreting notation. He is able to interpret professionally focused texts using the acquired general and professional vocabulary, in the length of 4-6 minutes.						
Class syllabus: Two parts in the semester: I. Memory exercises of various lengths Shorter consecutive interpretation from the recording or "live" II. Longer consecutive interpreting from the recording or even "live" lasting 4-6 minutes						
Recommended literature: NOVÁKOVÁ, Taida. Konzekutívne tlmočenie. Bratislava: Univerzita Komenského, 1993. ISBN 80-223-0699-1. KAUTZ, Ulrich. Didaktik des Übersetzens und Dolmetschens. München: Iudicium, 2002. ISBN 3-89129-449-2 JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1 MATYSSEK, Heinz. Handbuch der Notizentechnik für Dolmetscher Teil 1 ein Weg zur sprachunabhängigen Notation Translatologické kompetencie adepta prekladateľstva. Heidelberg: Groos, 1989. ISBN 3-87276-616-3 DJOVČOŠ, Martin, ŠVEDA Pavol. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4469-2						
Languages necessary to complete the course: slovak, german C2						
Notes:						
Past grade distribution Total number of evaluated students: 49						
A	ABS	B	C	D	E	FX
79,59	0,0	10,2	8,16	0,0	2,04	0,0
Lecturers: doc. PhDr. Jaroslav Stahl, PhD., Mgr. Karin Korkutata						
Last change: 22.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/A-moGE-110/21	Course title: Regional Project
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in the seminar, presentation of the paper and its subsequent written elaboration. The student must achieve at least 60% success rate. Scale of assessment (preliminary/final): interim/final evaluation: 30/70	
Learning outcomes: The seminar has the character of a research seminar, emphasizing the students' own research work. It deepens and applies the knowledge from the lecture German Language and Culture in Slovakia in the research work. Students will learn about the history of German language and culture in one of the selected dialect islands in Slovakia. They will gain a deeper knowledge of the dialectal varieties of German in the region and get to know important local cultural personalities. They will learn how to work with historical written sources (transcribe and edit manuscripts) and prepare a scholarly text on a given topic for publication and prepare archival or field research. The final output of the seminar will be either a jointly prepared publication, subsequently published either in a professional periodical or on the department's website, or group field research (oral history, dialect recordings, etc.)	
Class syllabus: The seminar focuses on the activities of Germans in Spiš, Hauerland or Bratislava in the fields of education, literature, architecture, social life and politics in the context of Hungarian, Czechoslovak and Slovak history. It will focus on one selected epoch, which will be examined from the perspective of linguistics, literary history and cultural and social realities. Theoretically, the graduates of the course will learn about the processes of the formation of ethnic identity in the past and in the present, using the phenomenon of regional traditions and historical awareness as an example.	
Recommended literature:	
Languages necessary to complete the course: Slovak, German	
Notes:	

Past grade distribution						
Total number of evaluated students: 3						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: doc. Mgr. Miloslav Szabó, PhD., doc. Mgr. Jozef Tancer, PhD.						
Last change: 03.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-moGE-135/21	Course title: Rhetoric for Students of Germanic Studies
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Continuously assessed seminar with regular preparation and the need for active participation in teaching. The student is obliged to attend the seminar, a maximum of 2 absences are allowed. Selected tasks will be assigned for home preparation and specially evaluated, the evaluation will take place continuously during the semester at 100%. The condition is participation in exercises, presentation of one's own opinion and critical thinking. Classification scale: 100-95%: A 94-86%: B 85-78%: C 77-69%: D 68-60%: E Violation of rules of academic ethics will result in nullification of acquired points of assessment. Scale of assessment (preliminary/final): 100% during the semester	
Learning outcomes: The student masters the basic theoretical knowledge in the field of rhetoric, is able to apply correct pronunciation, accent, intonation in the articulatory base of the German language with emphasis on proper logical-semantic processing and mediation of speech and contained message in connection with the preparation for the interpreting profession.	
Class syllabus: Basics of rhetoric, introduction to theoretical knowledge. Partial rhetorical exercises for articulation, accent, intonation, nonverbal expression (facial expressions, gestures). Confrontational exercises and comparison of speaking performance in German and Slovak as a working language of an interpreter. Rhetorical tasks during simple interpreting exercises, persuasive procedures. Psychology of rhetoric.	
Recommended literature: ADAMCOVÁ, L.: Praktische Phonetik des Deutschen. SAP, Bratislava, 1996. HOLIČ, Š.: Rétorika. Enigma, Nitra, 2004.	

Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 8						
A	ABS	B	C	D	E	FX
75,0	0,0	12,5	0,0	0,0	0,0	12,5
Lecturers: doc. PhDr. Jaroslav Stahl, PhD.						
Last change: 16.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mNE-2111/17	Course title: Selected Aspects in Lexicology
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (continuous): presentation of a selected lexical phenomenon on the basis of an authentic text/texts and conveying interesting linguistic units to expand the vocabulary, continuous preparation for seminars, study of literature, preparation of assigned homework, active work in class throughout the semester (30 points) b) in the examination period: final written test, consisting of a practical and a theoretical part (70 points), the student has to achieve a minimum of 60% success rate. A minimum of 60% in the continuous assessment is a condition for admission to the examination. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. The student must achieve at least a 60% pass rate in each part of the assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept a maximum of 2 absences with documented evidence. The exact date and topic of the midterm evaluation will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of the class period. Scale of assessment (preliminary/final): 30/70	
Learning outcomes: Upon successful completion of the course, the student has a comprehensive knowledge of German lexicology. The student is able to make a detailed analysis of various types of authentic texts from a lexical point of view, especially in the field of word formation and semantics. At the same time, the student will be able to describe the functions of individual linguistic units in a text. The student knows different ways of expanding his/her own vocabulary and can identify his/her own preferences in developing his/her lexical competence. The student deepens his/her knowledge in different areas of vocabulary.	
Class syllabus: Topics vary partially from semester to semester. For example, the following aspects of German lexicology may be covered: Okazionisms and neologisms, composites, contamination, abbreviations, Anglicisms, pluricentrism, multisyllabic words, polysemy and homonymy, collocations, specialized expressions, language play.	

Recommended literature:

Authentic materials of different text types, e.g. advertising, professional texts, colloquial texts.

SCHIPPAN, Thea, Lexikologie der deutschen Gegenwartssprache. Tübingen: 2002

FLEISCHER, Wolfgang, BARZ, Irmhild, Wortbildung der deutschen Gegenwartssprache. Berlin/
Boston: 2012

VAJIČKOVÁ, Mária: Lexikalisches Grundwissen in Sprachsystem und Sprachgebrauch.
Bratislava: 2009.

DOLNÍK, Juraj, Lexikológia. Bratislava: 2003.

Languages necessary to complete the course:

German, level C1-C2

Notes:**Past grade distribution**

Total number of evaluated students: 112

A	ABS	B	C	D	E	FX
32,14	0,0	24,11	21,43	16,07	5,36	0,89

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 28.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muSZ-129/17	Course title: Selected Issues from Social Pedagogy in Schools
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus:	

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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-mNE-107/15	Course title: Selected Works from the Modern Austrian Literature 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in class, reading of the assigned text, completion of a written homework assignment or paper (30 points) and a final test (70 points). Students must achieve at least 60% of the total points to pass the course. Violations of academic ethics will result in an Fx grade and disciplinary action in accordance with the FFCU Code of Ethics. 100-91%: A 90-82%: B 81-74%: C 73-66%: D 65-60%: E 59-0%: FX The lecturer accepts a maximum of 2 absences. The exact dates and topics for the mid-term and final examinations will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of classes. Scale of assessment (preliminary/final): Interim/final evaluation ratio: 30/70	
Learning outcomes: After completing the course, the student will be familiar with representative authors and works of Austrian literature of the first half of the 20th century. The student learns the basic literary terminology used to periodize and aesthetically characterize a work. Possesses developed skills in describing and interpreting selected literary works, and has a working knowledge of searching modern secondary literature in digital databases.	
Class syllabus: The course will cover works by the following authors: H. v. Hofmannsthal A. Schnitzler G. Trakl F. Kafka E. E. Kisch	

S. Zweig R. Musil A list of specific works by the authors listed above will be given to the course participants at the first meeting.						
Recommended literature: JAHRAUS , O. et al. (eds.): Kafka-Handbuch. Leben - Werk - Wirkung. Göttingen: Vandenhoeck and Ruprecht, 2008. ISBN 978-3-525-20852-6 LARCATI, A. et al. (eds.) Stefan-Zweig-Handbuch. New York, Berlin: De Gruyter 2018. ISBN: 978-3110303889 ZEYRINGER, K.: Österreichische Literatur seit 1945 Überblicke, Einschnitte, Wegmarken. Innsbruck: Haymonn 2001, ISBN 3-85218-379-0						
Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 174						
A	ABS	B	C	D	E	FX
29,89	0,0	23,56	20,69	12,64	9,77	3,45
Lecturers: doc. Mgr. Jozef Tancer, PhD.						
Last change: 04.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-mNE-108/15	Course title: Selected Works from the Modern Austrian Literature 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Active participation in class, reading of the assigned text, completion of a written homework assignment or paper (30 points) and a final test (70 points). Students must achieve at least 60% of the total points to pass the course. Violations of academic ethics will result in an Fx grade and disciplinary action in accordance with the FFCU Code of Ethics. 100-91%: A 90-82%: B 81-74%: C 73-66%: D 65-60%: E 59-0%: FX The lecturer accepts a maximum of 2 absences. The exact dates and topics for the mid-term and final examinations will be announced at the beginning of the semester. Exam dates will be announced via AIS no later than the last week of classes. Scale of assessment (preliminary/final): interim/final evaluation ratio: 30/70	
Learning outcomes: After completing the course, the student will be familiar with representative authors and works of Austrian literature of the second half of the 20th century. The student learns the basic literary terminology used to periodize and aesthetically characterize a work. Has developed skills in describing and interpreting selected literary works, as well as practical skills in searching modern secondary literature in digital databases. Has experience of presentation techniques and the ability to moderate discussion.	
Class syllabus: The course will cover works by the following authors P. Celan I. Bachmann H v. Doderer Th. Bernhard	

E. Jelinek K. M. Gauss M. Pollack A list of specific works by the authors listed above will be given to the course participants at the first meeting each time.						
Recommended literature: ALBRECHT, M. (ed.): Bachmann-Handbuch: Leben - Werk - Wirkung. Stuttgart: Metzler 2012, ISBN: 978-3476025135 MAY, M. et al. (ed.): Celan-Handbuch: Leben – Werk – Wirkung. Stuttgart: Metzler 2012, ISBN: 978-3476024411 ZEYRINGER, K.: Österreichische Literatur seit 1945 Überblicke, Einschnitte, Wegmarken. Innsbruck: Haymonn 2001, ISBN 3-85218-379-0						
Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 79						
A	ABS	B	C	D	E	FX
55,7	0,0	20,25	15,19	5,06	3,8	0,0
Lecturers: doc. Mgr. Jozef Tancer, PhD.						
Last change: 04.04.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-mNE-105/15	Course title: Selected Works from the Modern German Literature 1
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: The course deepens knowledge of German literature of the first half of the 20th century through analysis and interpretation of selected key works in the final years of the German Empire, Weimar Republic and the exile. Emphasis is placed on critical analysis skills.	
Course requirements: Active class participation, papers on assigned texts, in the examination period written test. The student must achieve a minimum 60% pass rate in all components. Weighting of midterm/final evaluation: 30/70. Classification scale: 100-90: A 89-79: B 78-68: C 67-57: D 56-46: E 45-0: FX Violation of academic ethics will result in the nullification of the points earned in the respective item of the evaluation. The instructor will accept a maximum of 2 absences with documented evidence.	
Learning outcomes: Upon successful completion of the course, students are able to critically analyse selected literary works of German literature in the context of changing cultural, social and political life of the first half of the 20th century.	
Class syllabus: 1. Literary decadence (Thomas Mann: Tonio Kröger). 2. Literary expressionism (Kurt Pinthus: Menschheitsdämmerung). 3. Literature and psychoanalysis (Hermann Hesse: Demian). 4. Anti-war literature (Erich Maria Remarque: Im Westen nichts Neues). 5. Anti-fascist literature (Thomas Mann: Mario und der Zauberer).	

6. Epic theatre (Bertolt Brecht: Die Maßnahme). 7. Literature of the so called New Objectivity (Alfred Döblin: Die zwie Freundinnen und ihr Giftmord). 8. The metropolitan novel (Irmgard Keun: Das kunstseidene Mädchen). 10. Big city lyrics (Bertolt Brecht: Lesebuch für Städtebewohner). 11. Exil lyrics (Bertolt Brecht: An die Nachgeborenen). 12. Exil prose (Anna Seghers: Ausflug der toten Mädchen).						
Recommended literature: LEISS, Ingo, STADLER, Hermann. Deutsche Literaturgeschichte. Band 8. Wege in die Moderne 1890–1918. München: DTV, 1999. BORRIES, Erika von et al. Deutsche Literaturgeschichte. Band 9. Die Weimarer Republik 1918–1933. München: DTV, 2003. RIEGEL, Paul, Rinsum, Wofgang van. Deutsche Literaturgeschichte. Band 10. Drittes Reich und Exil 1933–1945. München: DTV, 2000. Selected literary texts for seminars on individual lecture topics will be made available for copying and study in the departmental library.						
Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 197						
A	ABS	B	C	D	E	FX
23,86	0,51	41,62	21,83	7,11	3,55	1,52
Lecturers: doc. Mgr. Miloslav Szabó, PhD.						
Last change: 30.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-mNE-106/15	Course title: Selected Works from the Modern German Literature 2
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: The course deepens knowledge of German literature of the second half of the 20th century through analysis and interpretation of selected key works in the post-war, divided and reunified Germany. Emphasis is placed on critical analysis skills.	
Course requirements: Active class participation, papers on assigned texts, final essay. The student must achieve a minimum 60% pass rate in all components. Weighting of midterm/final evaluation: 30/70. Classification scale: 100-90: A 89-79: B 78-68: C 67-57: D 56-46: E 45-0: FX Violation of academic ethics will result in the nullification of the points earned in the respective item of the evaluation. The instructor will accept a maximum of 2 absences with documented evidence.	
Learning outcomes: Upon successful completion of the course, students are able to critically analyse selected literary works of German literature in the context of changing cultural, social and political life of the second half of the 20th century.	
Class syllabus: 1. Post-war prose (Heinrich Böll: Wo warst du, Adam?). 2. Post-war drama (Wolfgang Borchert: Draußen vor der Tür). 3. Post-war lyric (Johannes Bobrowski: Sarmatische Zeit). 4. Post-war novel (Günter Grass: Die Blechtrommel). 5. Literature of the 1960s in Germany (Heinrich Böll: Ansichten eines Clowns).	

6. Literature of the 1960s in the GDR (Christa Wolf: Der geteilte Himmel).
7. Literature of the 1970s in the GDR (Christa Wolf: Kein Ort, Nirgens).
8. Literature of the 1970s in the GDR (Heinrich Böll: Die verlorene Ehre der Katharina Blum).
9. Literature of the “Wende” (Ingo Schulze: Simple Storys).
10. Literature in United Germany (Theresia Mora: Der Fall Ophelia).
11. Literature in United Germany (Judith Hermann: Sommerhaus, später).
12. Contemporary literature (Judith Hermann: Daheim).

Recommended literature:

BEUTIN, Wolfgang et al. Deutsche Literaturgeschichte von den Anfängen bis zur Gegenwart. Stuttgart: Metzler, 2013.

FORSTER, Heinz. Deutsche Literaturgeschichte. Band 11. Die Nachkriegszeit 1945–1968. München: DTV, 1999.

FORSTER, Heinz, RIEGEL, Paul. Deutsche Literaturgeschichte. Band 12. Die Gegenwart 1968–1990. München: DTV, 2004.

Selected literary texts for seminars on individual lecture topics will be made available for copying and study in the departmental library.

Languages necessary to complete the course:

German

Notes:

Past grade distribution

Total number of evaluated students: 127

A	ABS	B	C	D	E	FX
26,77	0,0	30,71	25,2	7,87	5,51	3,94

Lecturers: doc. Mgr. Miloslav Szabó, PhD.

Last change: 30.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mUNE-014/15	Course title: Selected Works from the Old German Literature
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part, a paper on the selected topic (30 points, i.e. 30%) b) in the examination period, a test (70 points, i.e. 70%) The student must obtain a total of at least 60% . Passing scale: A: 100 -91 % B: 90 -81% C: 80 - 73% D: 72 - 66% E: 65 -60% The teacher will accept a maximum of 2 absences with documented evidence. Violation of academic ethics will result in the cancellation of the points earned in the relevant assessment item. Scale of assessment (preliminary/final): The weight of the evaluation is intermediate 30%/final 70%.	
Learning outcomes: Students have knowledge of selected works of early German literature - Nibelungenlied (unknown author), Pazival (Wolfram von Eschenbach), Tristan (Gottfried von Straßburg), Erec, Iwein (Hartmann von Aue) and are able to critically analyse these works after reading them on the basis of the theoretical knowledge from the seminar. They have knowledge of the period in which the works were written and can explain the characteristic features of the work.	
Class syllabus: 1. Historical, social and cultural factors that influenced the emergence of Germanic (Germanic) literature 2. The beginnings of German literature 3. Icelandic sagas and the Gothic translation of the Bible (Codex argenteus) 4. Nibelungenlied- an explanation of the term Nibelungen 5. Controversy of authorship of the work, historical events in the work 6. Knight and court poetry	

6. W. v. Eschenbach. Parzival - author and work 7. Reading selected chapters from the work, analysis of characteristic features in the work 8. H. v. Aue: author and work 9. H. v. Aue -Erec 10. H. v. Aue - Iwein - comparison of works 11. G. v. Straßburg: author and work 12. Tristan - analysis, characteristics of the main characters						
Recommended literature: von AUE, Hartmann. Erec. Köln: Anaconda, 2006. von AUE, Hartmann. Iwein. Wiesbaden: Marix Verlag, 2006. Das Nibelungenlied. Stuttgart: Reclam, 2002. ESCHENBACH, Wolfram. Parzival I, II. Stuttgart. reclam, 1981. HEINZLE, J.: Geschichte der deutschen Literatur von den Anfängen bis zum Beginn der Neuzeit. 1/1. Band. Frankfurt am Main, 1988. STRASSBURG, Gottfried. Tristan I, II. Stuttgart: Reclam, 1999. - supplementary literature will be presented at the beginning and during the semester						
Languages necessary to complete the course: german						
Notes:						
Past grade distribution Total number of evaluated students: 57						
A	ABS	B	C	D	E	FX
29,82	0,0	43,86	10,53	8,77	1,75	5,26
Lecturers: PhDr. Erika Mayerová, PhD.						
Last change: 20.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/A-mpNE-004/00	Course title: Simultaneous Interpreting 1
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: The content of our seminar is to be a presentation of Simultaneous Interpreting from several perspectives. Interpreting testing and training. Discussion with a representative or representatives of professional interpreters.	
Course requirements: Assessment: The subject of the assessment will be cabin interpretation from a letter from German into Slovak and the creation of a glossary on a professional topic, which was either the subject of the lectured text or cabin interpretation from a sheet. In both cases, the student prepares a glossary in the range of at least 1NS / standard page / Assessment method: continuous Other conditions for obtaining evaluation resp. credits: Active participation in the discussion of social and political events at the beginning of each seminar. Everyone will prepare at least 1 paper. Papers will be in either German or Slovak. What is the contribution: Speech lasting 10-25 minutes on a professional topic or by agreement / in the virtual space "i-nest" approx. 10 minutes on a professional topic or by agreement. The speech must be delivered freely and not read with the knowledge that it will be reproduced by someone. Or cabin interpretation text from a sheet of at least 1.5 A4 pages. Attendance: two absences are tolerated by the others with apology. The language we will speak is SVK + DE. Any long-term absence of a student must be approved by the department management. Classification scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 80/20	
Learning outcomes: Students will master the introduction to simultaneous interpreting techniques, interpreting simple texts, especially into Slovak, mastering the interpretation technique.	
Class syllabus: Introduction to interpreting techniques.	

Theoretical introduction to simultaneous interpreting processes and activities. Training of preparatory techniques for simultaneous interpretation. Interpreting simple texts with social and undemanding political topics Interpretation of simple texts with economic topics.						
Recommended literature: NOVÁKOVÁ, Taida. Simultánne tlmočenie. Bratislava: Univerzita Komenského, 1993. ISBN 80-223-0650-9. BEST, Joanna, KALINA, Sylvia. Übersetzen und Dolmetschen eine Orientierungshilfe. Tübingen: Francke, 2002. ISBN 3-7720-2985-X JONES, Roderick. Conference interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1 ŠVEDA, Pavol. Vybrané kapitoly z didaktiky simultánneho tlmočenia. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4069-4 DJOVČOŠ, Martin, ŠVEDA Pavol. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4469-2						
Languages necessary to complete the course: slovak, german C1						
Notes:						
Past grade distribution Total number of evaluated students: 203						
A	ABS	B	C	D	E	FX
30,54	0,0	16,75	39,41	9,85	2,46	0,99
Lecturers: doc. PhDr. Jaroslav Stahl, PhD., Mgr. Karin Korkutata						
Last change: 22.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNS/A-mpNE-005/00	Course title: Simultaneous Interpreting 2
Educational activities: Type of activities: practicals Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: The content of the seminar will be the continuation of learning and consolidation of skills in Simultaneous Interpretation acquired during the winter semester at the seminar Simultaneous Interpreting 1. Testing and training of interpreting. Depending on the situation, a discussion with the representative or representatives of professional interpreters.	
Course requirements: Other conditions for obtaining evaluation resp. credits: Active participation in the discussion of social and political events at the beginning of each seminar is part of the evaluation. Everyone will prepare at least 1 paper. Papers will be in either German or Slovak. What is the post: Speech / presentation lasting 20-30 minutes / in the virtual space "i-nest" approx. 10 minutes on a professional topic or by agreement. The speech must be delivered, recorded as an audio file, not read freely, with the knowledge that it will be reproduced by someone. Or cabin interpretation text from a sheet of at least 1.5 A4 pages. Attendance: two absences are tolerated by the others with apology. The language we will speak is SVK + DE. Any long-term absence of a student must be approved by the department management. Classification scale: 0-59%-FX, 60-67%-E, 68-75%-D, 76-83%-C, 84-91%-B, 92-100%-A Violation of academic ethics results in the cancellation of the obtained points in the relevant evaluation item. Scale of assessment (preliminary/final): 80/20	
Learning outcomes: Students will master the techniques of simultaneous interpretation from German into Slovak and an introduction to interpretation from Slovak into German, with the thematic scope of politics, economics, European Union.	
Class syllabus: Deepening of simultaneous interpreting techniques from German into Slovak, using the possibility of text condensation and interpreting compression. Introduction to interpreting techniques from Slovak to German.	

Extension of thematic scope, EU, economy, culture, etc.						
Recommended literature: NOVÁKOVÁ, Taida. Simultánne tlmočenie. Bratislava: Univerzita Komenského, 1993. ISBN 80-223-0650-9. BEST, Joanna, KALINA, Sylvia. Übersetzen und Dolmetschen eine Orientierungshilfe. Tübingen: Francke, 2002. ISBN 3-7720-2985-X JONES, Roderick. Conferece interpreting explained. London: Routledge, 2014. ISBN 978-1-900650-57-1 ŠVEDA, Pavol. Vybrané kapitoly z didaktiky simultánneho tlmočenia. Bratislava: Univerzita Komenského, 2016. ISBN 978-80-223-4069-4 DJOVČOŠ, Martin, ŠVEDA Pavol. Didaktika prekladu a tlmočenia na Slovensku. Bratislava: Univerzita Komenského, 2018. ISBN 978-80-223-4469-2						
Languages necessary to complete the course: slovak, german C1						
Notes:						
Past grade distribution Total number of evaluated students: 150						
A	ABS	B	C	D	E	FX
50,0	0,0	15,33	24,67	8,67	0,67	0,67
Lecturers: doc. PhDr. Jaroslav Stahl, PhD.						
Last change: 22.06.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KS/A-AmoSO-30/22	Course title: Sociology of Childhood and Youth
Educational activities: Type of activities: lecture / seminar Number of hours: per week: 1 / 1 per level/semester: 14 / 14 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KS/A-AmoSO-22/22	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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 společnost. Praha: SLON 2008. ISBN 808642958X
- BEBLAVÝ, Miroslav: Sociálna politika. eBook 2012: 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPED/A-muPE-598/24	Course title: Some problems in youth socialisation
Educational activities: Type of activities: lecture Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: (a) Interim evaluation: individual preparation for each topic, activity in discussions on each topic (60% of the total evaluation) (b) final assessment: colloquium - students must demonstrate mastery of the subject matter and the prescribed literature in the form of an interactive discussion, as well as the ability to apply the knowledge acquired to school and professional practice (solving thematic tasks - case studies); sophisticated and coherent language, critical and creative thinking are expected (40 % of the total mark). A minimum of 10 points in the intermediate assessment is a prerequisite for the examination. Grading scale A (100-93%), B (92-85%), C (84-76%), D (75-68%), E (67-60%), FX (59% and below). A maximum of 2 absences will be accepted. The course has a practical-interactive character. Scale of assessment (preliminary/final): 60/40	
Learning outcomes: Students are able to: - orient themselves in the socialization processes of childhood and adolescence, - identify and classify risk areas of socialization of children and adolescents in the process of identity formation, value frameworks and social limits, - apply knowledge and skills through examples of educational reality, - argue and lead a constructive discussion.	
Class syllabus: 1. Objectives and content focus of the course, systematization of students' previous knowledge. 2. Formation of social identity in childhood and adolescence. 3. Values and value frameworks in education. 4. Social norms and educational models as instruments of social correction. 5. The influence of family environment on the formation of social identity. 6. Influence of school and classroom environment on social identity formation. 7. The role of peer groups in the process of social identity formation. 8. The role of media and online space in the process of social identity formation.	

9. Pedagogy of the environment: community, parent and peer education. 10. Preventive and intervention tools to promote inclusive socialization. 11. The personality of the adolescent educator. 12. Presentation of projects: case studies.					
Recommended literature: Bakošová, Z. Dončevová, S. Galbavý, D. Šereš, I., & Zemančíková, V. (2011). Teórie sociálnej pedagogiky: edukačné, sociálne a komunikačné aspekty. Bratislava: Slovenská pedagogická spoločnosť SAV. Gubricová, J. Martincová, R. Liberčanová, K., & Šuhajdová, I. (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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-590/22	Course title: Teacher Training in English Language and Literature 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 10d Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: KAA/A-muAN-301/22 English Language Teaching Methodology 1	
Antirequisites: FiF.KAA/A-muAN-590/15	
Course requirements: 60% Observing all 10 lessons & participating in discussions with the mentor teacher 10% Completed observation worksheets 5% Updated EPOSTL (Context & Methodology) 25% Reflection paper Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. All ten (10) observations and sessions with the mentor teacher must be undertaken to pass. Scale of assessment (preliminary/final): Assessment is 100% coursework.	
Learning outcomes: While visiting local schools and observing lessons with a mentor teacher, students do the following: 1. become familiar with the duties and obligations of being a schoolteacher 2. receive pedagogical insight into lesson planning and implementation 3. analyze how teachers teach and learners learn 4. evaluate and reflect on all aspects of the teaching they observe, i.e., content, delivery, preparedness, classroom management, instructions, etc. 5. reflect on what they observe as it relates to their own strengths and weaknesses as a student teacher 6. discuss what they have observed with their peers and the mentor teacher, training constructive criticism and feedback skills	

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)

Vnútný poriadok školy (Policy guidelines of the mentoring school)

KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijná 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

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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KAA/A-muAN-591/22	Course title: Teacher Training in English Language and Literature 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15d Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Recommended prerequisites: KAA/A-muAN-302/22 English Language Teaching Methodology 2 KAA/A-muAN-590/22 Lesson Observation - Practicum 2	
Antirequisites: FiF.KAA/A-muAN-591/15	
Course requirements: 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 Marking scale: A – 92 to 100% B – 84 to 91% C – 76 to 83% D – 69 to 75% E – 60 to 68% FX (fail, no credits awarded) < 60%. 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.	
Learning outcomes: By the end of their teaching practicum, students will have done the following: 1. become more familiar with the duties and obligations of being a schoolteacher 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 3. received intensive guidance, pedagogical insight, and feedback on their lesson plans and teaching 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	

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) Vnútny poriadok školy (Internal policy guidelines of the mentoring school) KOSOVÁ, B. – TOMENGOVÁ, A.: Profesijsná praktická príprava budúcich 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						
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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-590/22	Course title: Teacher Training in German Language and Literature 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 10d Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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	

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.						
Recommended literature: BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003. ENDE, K., GROTJAHN, 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.						
Languages necessary to complete the course: German, level C1-C2						
Notes:						
Past grade distribution Total number of evaluated students: 65						
A	ABS	B	C	D	E	FX
100,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Monika Šajánková, PhD.						
Last change: 28.03.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-muNE-591/22	Course title: Teacher Training in German Language and Literature 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15d Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: 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	
Learning outcomes: 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.	
Class syllabus: 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	

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.

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.

Recommended literature:

BIMMEL, P.; KAST, B; NEUNER, G. Deutschunterricht planen. Fernstudieneinheit 18. München: Goethe-Institut, 2003.

ENDE, K., GROTJAHN, 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.

Languages necessary to complete the course:

German, level C1-C2

Notes:

Past grade distribution

Total number of evaluated students: 68

A	ABS	B	C	D	E	FX
95,59	0,0	2,94	1,47	0,0	0,0	0,0

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 28.03.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-590/22	Course title: Teacher Training in History 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 10d Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KVD/A-muHI-590/15	
Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor 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	
Learning outcomes: After completing the course, the student will: • 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, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • 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,	

- 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

KOSOŤÁ, B. – TOMENGOŤÁ, A.: Profesijná praktická príprava budúcich 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KVD/A-muHI-591/22	Course title: Teacher Training in History 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15d Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KVD/A-muHI-591/15	
Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor 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	
Learning outcomes: After completing the course, the student will: • 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, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • 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,	

- 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

KOSOŤÁ, B. – TOMENGOŤÁ, A.: Profesijná praktická príprava budúcich 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-590/22	Course title: Teacher Training in Hungarian Language and Literature 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 10d Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor 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.	
Learning outcomes: After completing the course, the student will: • 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, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • 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, • 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: 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KMJL/A-muMA-591/22	Course title: Teacher Training in Hungarian Language and Literature 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15d Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor 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.	
Learning outcomes: After completing the course, the student will: • 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, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • 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,	

- 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

KOSOŤÁ, B. – TOMENGOVÁ, A.: Profesijná 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: 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-590/22	Course title: Teacher Training in Pedagogy 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 10d Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-muPE-590/15	
Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor 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	
Learning outcomes: After completing the course, the student will: • 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, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • 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,	

- 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. Profesijná praktická príprava budúcich 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-591/22	Course title: Teacher Training in Pedagogy 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15d Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KPg/A-muPE-591/15	
Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor 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	
Learning outcomes: After completing the course, the student will: • 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, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • 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,	

- 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 budú cich 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 Medveďová, PhD.

Last change: 15.09.2024

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muFI-590/22	Course title: Teacher Training in Philosophy 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 10d Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor 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.	
Learning outcomes: After completing the course, the student will: • 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, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • 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, • 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 KOSOŤÁ, B. – TOMENGOVÁ, A.: Profesijsná 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KFDF/A-muFI-591/22	Course title: Teacher Training in Philosophy 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15d Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites: FiF.KFDF/A-muFI-590/22 - Teacher Training in Philosophy 2	
Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor 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.	
Learning outcomes: After completing the course, the student will: • 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, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • 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, • 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 budú cich 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSJ/A-muSL-590/22	Course title: Teacher Training in Slovak Language and Literature 2
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 10d Form of the course: on-site learning	
Number of credits: 2	
Recommended semester: 2.	
Educational level: II.	
Prerequisites:	
Antirequisites: FiF.KSJ/A-muSL-590/15	
Course requirements: Course assessment: • teaching a determined number of lessons • 1-hour long classroom observation, • active participation in the extracurricular activities of the teaching mentor, • student evaluation by the teaching mentor, • evaluation of the teacher's diary submitted by the student by the set deadline to the training supervisor 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 %	
Learning outcomes: After completing the course, the student will: • 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, • develop their competencies in the pedagogic evaluation of the pupils, • develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, • develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, • gain practical experience in identification of psychological and social factors of the pupil's learning, • 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,	

- 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.: 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:

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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KSLLV/A-muSZ-591/22	Course title: Teacher Training in Slovak Language and Literature 3
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15d Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Course assessment: · teaching a determined number of lessons · 1-hour long classroom observation, · active participation in the extracurricular activities of the teaching mentor, · student evaluation by the teaching mentor, · evaluation of the teacher notes submitted by the student by the set deadline to the training supervisor 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 grad 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	
Learning outcomes: After completing the course, the student will: · 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, · develop their competencies in the pedagogic evaluation of the pupils, · develop their competencies to apply the knowledge from educational psychology and subject didactics in the educational process, · develop their abilities to evaluate diverse teaching situations and processes, to respond flexibly to them, and to deal properly with them, · gain practical experience in identification of psychological and social factors of the pupil's learning, · 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,

- 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. – TOMENGOVÁ, A.: Profesi jná praktická príprava budú cich 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 relevant language approbation

Notes:

Past grade distribution

Total number of evaluated students: 251

A	ABS	B	C	D	E	FX
83,27	0,0	12,35	3,19	0,8	0,0	0,4

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

Last change: 29.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: PriF.KDPP/N-mUXX-104/22			Course title: Teaching Practice 2 (B)			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 10d Form of the course: on-site learning						
Number of credits: 2						
Recommended semester: 2.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 158						
A	ABS	B	C	D	E	FX
65,19	0,0	23,42	8,23	1,27	1,27	0,63
Lecturers: 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.						
Last change: 22.08.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: PriF.KDPP/N-mUXX-114/22			Course title: Teaching Practice 3 (B)			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15d Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 215						
A	ABS	B	C	D	E	FX
68,84	0,0	21,4	6,05	1,86	1,86	0,0
Lecturers: 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 Šikulíncová, PhD., M. A. Linda Steyne, PhD., Mgr. Monika Šajánková, PhD.						
Last change: 22.08.2022						
Approved by:						

COURSE DESCRIPTION

Academic year: 2025/2026						
University: Comenius University Bratislava						
Faculty: Faculty of Arts						
Course ID: FMFI.KDMFI+KAG/2- UXX-854/22			Course title: Teaching Practice A (3)			
Educational activities: Type of activities: practice Number of hours: per week: per level/semester: 15d Form of the course: on-site learning						
Number of credits: 3						
Recommended semester: 3.						
Educational level: II.						
Prerequisites:						
Course requirements:						
Learning outcomes:						
Class syllabus:						
Recommended literature:						
Languages necessary to complete the course:						
Notes:						
Past grade distribution Total number of evaluated students: 72						
A	ABS	B	C	D	E	FX
97,22	0,0	2,78	0,0	0,0	0,0	0,0
Lecturers: 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.						
Last change: 22.08.2022						
Approved by:						

COURSE DESCRIPTION

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

STATE EXAM DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KPg/A-muPE-595/22	Course title: Thesis defence (state examination subject)
Number of credits: 10	
Educational level: II.	
Antirequisites: FiF.KPg/A-muPE-595/15	
Course requirements: 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, which the student receives a minimum of three working days before the defence. Grading scale: 0-59% -FX, 60-67% -E, 68-75% -D, 76-83% -C, 84-91% -B, 92-100% -A Master's thesis evaluation criteria: 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. 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. 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. 4. Compliance of the structure of the master's thesis with the prescribed composition defined by the internal quality system of Comenius University. 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. 6. Linguistic and stylistic level of work and formal adjustments. 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 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 Vnútny 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 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/ 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

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mNE-111/25	Course title: Time-Space, Subject, Text
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Type, volume, methods and workload of the student - additional information Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 4	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: Final Essay Written in Class During the Credit Week. Grading Scale: A: 100% – 93%, B: 92% – 85%, C: 84% – 77%, D: 76% – 69%, E: 68% – 60%, FX: 59% – 0%. Weight of Continuous / Final Assessment: 50% (class participation) / 50% (final in-class essay). Participation: The student demonstrates understanding of the subject matter by actively engaging in class discussions, responding to questions, and formulating their own. Final In-Class Essay: During the credit week, the student will write an essay-style reflection in person, based on one of the thematic areas covered in the course. The minimum required length is one standard page (1 standard page = 1,800 characters). Scale of assessment (preliminary/final): 50% class participation) /50% final in-class essay	
Learning outcomes: Students will become acquainted, in an accessible manner, with metamodernism as a way of understanding the emotionality of the contemporary subject. This will enable them to engage with contemporary literature in a more layered and reflective way and to better understand the experience of the contemporary reader in its specific characteristics: in connection with their new affect, their striving for a new sincerity, and their search for a new depth (the value of being) through affective and self-affirming experience of the self within time, space, and corporeal being. At the same time, students will become familiar with autofiction as one of the most popular literary genres of the present—one that blurs the boundary between narrator and author and embodies new (metamodern) forms of experiencing time and space.	

Concurrently, they will acquire philologically relevant conceptual tools for thinking about time and space in the 20th and 21st centuries. This knowledge will enable them to reflect in a nuanced way on current metamodern tendencies, drawing from the dialogical philosophy of Mikhail M. Bakhtin, classical phenomenology, the hermeneutics of Hans-Georg Gadamer, postmodern philosophy, the spatial turn in the humanities, and Paul Virilio's phenomenology of speed.

In this way, students will gain a panoramic overview of how time and space are understood in modern and contemporary humanities, develop sensitivity to time and space as both existential and literary categories, and acquire an interpretive-methodological foundation for a mode of their reading that is both critical and meaning-oriented—that is, metamodern—in literary as well as non-literary contexts.

Class syllabus:

Metamodernism as a response to postmodernism and its value-depleted space; metamodernism as oscillation between ironic skepticism and sincerity; metamodernism as a reading of the structure of feeling of the contemporary subject; new affect as a desire to restore sincerity, emotionality, and existential engagement—while maintaining critical awareness of their historical mediation and problematic nature; relational subjectivity as an attempt at meaning-oriented self-experience in time, space, and embodied being; conceptions of time and space in the history of modern philosophy and literary theory; Mikhail Mikhailovich Bakhtin, the architectonics of the event, and the chronotope; phenomenology of time in classical phenomenological philosophy; temporality in Hans-Georg Gadamer's hermeneutics; the postmodern turn to space (Michel Foucault and Jean-François Lyotard); rhizomatic space (Gilles Deleuze & Félix Guattari); postmodern experience of space and capitalism (Fredric Jameson, David Harvey); Henri Lefebvre and his influence on the spatial turn in the humanities; spatiality in the thought of Doreen Massey; cultural critique and the phenomenology of speed in the work of Paul Virilio.

1. Introduction: Metamodernism as a reading of the contemporary subject and their structure of feeling
2. Metamodernism, relational subjectivity, and current modes of self-experience in time and space
3. Mikhail Mikhailovich Bakhtin and his architectonics of the event
4. Mikhail Mikhailovich Bakhtin and his chronotopic thought
5. Toward a phenomenology of time (Edmund Husserl, Maurice Merleau-Ponty)
6. Hans-Georg Gadamer's "empty" and "fulfilled" time
7. The postmodern turn to space I: Michel Foucault and Jean-François Lyotard
8. The postmodern turn to space II: The rhizomatic model (Gilles Deleuze & Félix Guattari)
9. Postmodern space as a symptom of capitalism (Fredric Jameson, David Harvey)
10. The spatial turn in the humanities I: Henri Lefebvre and the social production of space
11. The spatial turn in the humanities II: Doreen Massey and space as a dynamic network of relations
12. Paul Virilio and his phenomenology of speed
13. How to experience oneself in contemporary time and space? Analysis of contemporary autofiction
14. Final in-class essay

Recommended literature:

Akker, Robbin van der; Gibbons, Allison; Vermeulen, Timotheus (eds.): *Metamodernism: Historicity, Affect, and Depth after Postmodernism*. London: Rowman & Littlefield, 2017. (The relevant excerpts will be provided by the course teacher)

Tally Jr., Robert: *Spatiality*. London: Routledge, 2012. <https://ebookcentral.proquest.com/lib/uniba-ebooks/reader.action?docID=1075186&query=spatiality&ppg=7>

Callender, Craig: *The Oxford Handbook of Philosophy of Time*. New York: Oxford University Press, 2013. (available in University Library)

Languages necessary to complete the course: The course will be conducted in Slovak or English, depending on the needs of the students.						
Notes:						
Past grade distribution Total number of evaluated students: 0						
A	ABS	B	C	D	E	FX
0,0	0,0	0,0	0,0	0,0	0,0	0,0
Lecturers: Mgr. Maxim Duleba, PhD.						
Last change: 07.06.2025						
Approved by:						

COURSE DESCRIPTION

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

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/mNE-352/20	Course title: Training in Teaching German Language
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 2., 4.	
Educational level: II.	
Prerequisites:	
Course requirements: a) during the teaching part (ongoing): the seminar is organised in cooperation with the Goethe Institute in the form of Blended Learning. During the semester, students submit assignments electronically, which take approximately 3-4 hours to complete, with a minimum of 75% of all assignments to be submitted. At the same time, three attendance meetings are held during the course of the session with compulsory attendance. At the end of the semester, a practicum project is to be developed and presented. Active work in class throughout the semester, working on assignments and preparing and presenting the project constitutes 100% of the grade. The student must achieve a minimum of 60% pass mark. b) In the examination period: 100% continuous assessment Violation of academic ethics will result in the cancellation of the points earned in the relevant item of assessment. Grading Scale. A: 100 - 91%, B: 90 - 81%, C: 80 - 73%, D: 72 - 66%, E: 65 - 60%, Fx: 59 - 0% The instructor will accept absences from class meetings and failure to turn in assignments with documented evidence. Exact dates and topics for midterm grading will be announced at the beginning of the semester. Scale of assessment (preliminary/final): 100/0	
Learning outcomes: The student has extended didactic competences in different areas depending on the current DLL module in a given semester, e.g. working with young people in the German classroom, typology of tasks and exercises, preparation of the lesson.	
Class syllabus: The topics presented vary depending on the current DLL module that is the focus of the seminar in a given semester. For example: 1. Working with young people in the German classroom. 2. Typology of tasks and exercises. 3. Lesson preparation. During the semester, students will submit assignments electronically, attend three attendance meetings, and develop and present a practicum project at the end of the semester.	
Recommended literature: ENDE, K., GROTHJAHN, R., KLEPPIN, K., MOHR, I. DLL 06: Curriculare Vorgaben und Unterrichtsplanung. Fort- und Weiterbildung weltweit. Stuttgart: Klett Sprachen, 2013.	

FUNK, Hermann, KUHN, Christina, SKIBA, Dirk, SPANIEL-WEISE, Dorothea, WICKE, Rainer. DLL 4: Aufgaben, Übungen, Interaktion. Stuttgart: Klett Sprachen, 2017
SALOMO, Dorothé, MOHR, Imke. DLL 10: DaF für Jugendliche. Stuttgart: Klett Sprachen, 2016

Participants of the seminar will receive study literature donated by the Goethe-Institut.

Languages necessary to complete the course:

German, level C1-C2

Notes:

Past grade distribution

Total number of evaluated students: 21

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

Lecturers: Mgr. Monika Šajánková, PhD.

Last change: 16.06.2022

Approved by:

COURSE DESCRIPTION

Academic year: 2025/2026	
University: Comenius University Bratislava	
Faculty: Faculty of Arts	
Course ID: FiF.KGNŠ/A-MNE-001/23	Course title: Ľúbostná lyrika a rodová problematika
Educational activities: Type of activities: seminar Number of hours: per week: 2 per level/semester: 28 Form of the course: on-site learning	
Number of credits: 3	
Recommended semester: 1., 3.	
Educational level: II.	
Prerequisites:	
Course requirements: Regular active participation by contributing to discussions and completing preparatory tasks, presentation of a short paper (15 minutes), writing minutes of a meeting (70 percent). Examination period: Oral examination of 20 minutes (30 percent). Prerequisite for admission to the examination is passing the continuous examination (minimum grade E). Violations of academic ethics will lead to the cancellation of the points achieved in the relevant area. Grading scale: A: 100-91%, B: 90-81%, C: 80-73%, D: 72-66%, E: 65-60%, Fx: 59-0% The instructor will accept a maximum of 2 absences with documented evidence. Scale of assessment (preliminary/final): Weighting of midterm/final grades: 70/30	
Learning outcomes: The students can productively apply methods of lyric analysis and interpretation, formulate and justify their own suggestions for interpretation and communicate intersubjectively about interpretations. They know German love poetry from the Baroque to the present and expand their knowledge of literary history. They know canonical and (as yet) non-canonical poems of German-language culture and relevant lyricists. They gain insight into literary, sociological and discourse-historical research theories and can use these for the interpretation of texts. They deal with the existential topics of love, identity and gender in a historical perspective and recognise changeability and continuities. They train their linguistic and scientific competences.	
Class syllabus: The selected love poems are to be located within a triangle of literary history, love discourse and gender discourse, whose components range from the Baroque to the present. The focus is on a) Petrarchism, Anacreontics, Sturm und Drang, Romanticism, literary modernism, Expressionism, Neue Sachlichkeit, contemporary poetry, b) love in times of arranged marriages, the "invention" of romantic love around 1800, continued effects, problematisation and alternative concepts c) from the "one-sex-model" to the "two-sex-model" to gender as a social construct. Love poetry by men and women is dealt with and related to each other. Guiding questions are: Who speaks about love, when and to whom? What taboos are there and what transgressions? How is individual and social	

identity constructed through love? How is masculinity and femininity defined in love poems and how do they challenge gender stereotypes or the norm of heterosexuality?						
Recommended literature: BERS, A. (Hrsg.): Frauen. Lyrik. Gedichte in deutscher Sprache. Stuttgart: Reclam 2021. . BLECKEN, G.: Deutsche Liebeslyrik vom Barock bis zur Gegenwart. Hollfeld: Bange 2010. BRAUN, CH. VON, STEPHAN, I: Gender Studien. Eine Einführung. 2. Auflage. Stuttgart: Metzler 2006. BURDORF, D.: Einführung in die Gedichtanalyse. 2. Auflage. Stuttgart: Metzler 1997. FELSNER, K., HELBIG, H., MANZ, TH.: Arbeitsbuch Lyrik. 2. Auflage. Berlin: Akademie-Verlag 2012. GNÜG, H. (Hrsg.): Nichts ist versprochen. Liebesgedichte der Gegenwart. Stuttgart: Reclam 2000 LUHMANN, N: Liebe als Passion. Zur Codierung von Intimität. 15. Auflage. Frankfurt a. M.: Suhrkamp 2022. REINHARDT-BECKER, E. , BECKER, F.: Liebesgeschichte(n). Identität und Diversität vom 18. bis zum 21. Jahrhundert, Frankfurt am Main: Campus 2019.						
Languages necessary to complete the course: German						
Notes:						
Past grade distribution Total number of evaluated students: 7						
A	ABS	B	C	D	E	FX
28,57	0,0	42,86	14,29	14,29	0,0	0,0
Lecturers: Mgr. Maxim Duleba, PhD.						
Last change: 06.06.2023						
Approved by:						